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ABSTRACT

This document is a sample of the type of report that the American College Testing (ACT) Program sends high schools to reflect the characteristics of students from the schools who took the ACT Assessment during their sophomore, junior, or senior years and who graduated in 2000. Depending on the proportion of students who took the ACT Assessment, the data may or may not reflect the characteristics of the school's college bound students. The report begins with a summary of the 5-year trend of college-bound students who took the ACT Assessment. Tables compare the average ACT scores of students who took the recommended core curriculum with those of students who did not. Other tables provide ACT scores by academic preparation for different ethnic groups and by ability level for different ethnic groups. Student satisfaction with the individual high school is reported. Other tables report mean scores and standard deviations for males and females and for different patterns of academic preparation. Information is also provided about student background characteristics, planned educational majors, and vocational choices. An appendix contains additional information about the testing process and the recommended core curriculum. Included with this document is the "Standards for Transition Summary Profile," a guide that describes what students in various score ranges are likely to know and be able to do. (Contains 15 tables.) (SLD)

High School Profile Report

Formative Data

Description of
Academic Abilities and Nonacademic Characteristics
of ACT Tested 2000 Graduates

ACT HIGH SCHOOL PROFILE REPORT
HS GRADUATING CLASS 2000

HS GRADUATING CLASS OF 2000
NATIONAL REPORT

CODE 990-000

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ACTTM
ACTION FOR LIFE'S TRANSITIONS



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**ACT HIGH SCHOOL PROFILE REPORT
H S GRADUATING CLASS 2000**

**HS GRADUATING CLASS OF 2000
NATIONAL REPORT**

CODE 990-000

THE STATISTICS IN THIS REPORT REFLECT THE CHARACTERISTICS OF THE STUDENTS AT YOUR SCHOOL WHO TOOK THE ACT ASSESSMENT DURING THEIR SOPHOMORE, JUNIOR OR SENIOR YEAR AND GRADUATED IN 2000. DEPENDING ON THE PROPORTION OF STUDENTS WHO TOOK THE ASSESSMENT, THE DATA MAY OR MAY NOT REFLECT THE CHARACTERISTICS OF YOUR COLLEGE BOUND STUDENTS. ASSISTANCE IN UNDERSTANDING THIS REPORT AND APPLYING THE RESULTS AT YOUR SCHOOL IS PROVIDED IN THE PUBLICATION, YOUR COLLEGE-BOUND STUDENTS: INTERPRETIVE GUIDE TO THE ACT HIGH SCHOOL PROFILE SERVICE.

EXECUTIVE SUMMARY

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THE TABLE BELOW COMPARES THE AVERAGE ACT SCORES FOR YOUR STUDENTS WHO REPORTED THEY COMPLETED OR PLANNED TO COMPLETE THE RECOMMENDED CORE COLLEGE PREPARATORY CURRICULUM WITH THOSE WHO HAD NOT. PLEASE NOTE THAT YOUR STATE DEPARTMENT OF EDUCATION MAY HAVE A DIFFERENT DEFINITION OF THE COLLEGE PREPARATORY COURSES AND MAY, THEREFORE PUBLISH REPORTS SHOWING SLIGHTLY DIFFERENT DATA.

EXECUTIVE SUMMARY - AVERAGE ACT SCORES BY LEVEL OF ACADEMIC PREPARATION

| | FREQUENCY | | PERCENT | ENGLISH | MATH | READING | SCI REAS | COMPOSITE |
|---------|-----------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| | CORE/LESS | | CORE/LESS | CORE/LESS | CORE/LESS | CORE/LESS | CORE/LESS | CORE/LESS |
| 1995-96 | 542136 | 354733 | 59/ 38 | 21.5/18.6 | 21.5/18.4 | 22.5/19.7 | 22.1/19.6 | 22.0/19.2 |
| 1996-97 | 566141 | 361947 | 59/ 38 | 21.5/18.6 | 21.8/18.7 | 22.5/19.7 | 22.1/19.6 | 22.1/19.3 |
| 1997-98 | 606406 | 354306 | 61/ 36 | 21.5/18.6 | 22.0/18.9 | 22.4/19.7 | 22.0/19.6 | 22.1/19.3 |
| 1998-99 | 615545 | 367537 | 60/ 36 | 21.6/18.7 | 21.8/18.9 | 22.4/19.8 | 21.9/19.6 | 22.0/19.4 |
| 1999-00 | 645513 | 376645 | 61/ 35 | 21.5/18.8 | 21.8/19.0 | 22.4/19.8 | 21.8/19.7 | 22.0/19.5 |

BELOW ARE LISTED THE FIVE ACT SCORE AVERAGES FOR ALL ACT-TESTED GRADUATES.

EXECUTIVE SUMMARY - AVERAGE ACT SCORES FOR TOTAL GROUP

| | FREQUENCY | ENGLISH | MATH | READING | SCI REAS | COMPOSITE |
|---------|-----------|---------|------|---------|----------|-----------|
| 1995-96 | 924663 | 20.3 | 20.2 | 21.3 | 21.1 | 20.9 |
| 1996-97 | 959301 | 20.3 | 20.6 | 21.3 | 21.1 | 21.0 |
| 1997-98 | 995039 | 20.4 | 20.8 | 21.4 | 21.1 | 21.0 |
| 1998-99 | 1019053 | 20.5 | 20.7 | 21.4 | 21.0 | 21.0 |
| 1999-00 | 1065138 | 20.5 | 20.7 | 21.4 | 21.0 | 21.0 |

BELOW ARE LISTED THE FIVE ACT SCORE QUARTILE VALUES FOR ALL ACT-TESTED GRADUATES.

EXECUTIVE SUMMARY - ACT SCORE QUARTILE VALUES*

| | ENGLISH | MATH | READING | SCI REAS | COMPOSITE |
|-------------------------------|---------|------|---------|----------|-----------|
| Q3 (75TH PERCENTILE) | 24.3 | 24.4 | 25.7 | 23.9 | 24.3 |
| Q2 (50TH PERCENTILE - MEDIAN) | 20.3 | 19.7 | 21.1 | 20.8 | 20.7 |
| Q1 (25TH PERCENTILE) | 16.5 | 16.8 | 16.8 | 17.9 | 17.5 |

* THE QUARTILE VALUES ARE INTERPOLATED AND ARE BASED UPON CALCULATED STUDENT PERCENTILE RANKS WHICH MAY DIFFER FROM THE CUMULATIVE PERCENTAGES REPORTED IN THE FREQUENCY DISTRIBUTION TABLES IN THE HIGH SCHOOL PROFILE REPORT

TABLE 1 AVERAGE ACT SCORES BY ACADEMIC PREPARATION FOR DIFFERENT ETHNIC GROUPS

| | AFRI-AM/ BLACK MEAN | AM IND, ALSK NTV MEAN | CAUC-AM/ WHITE MEAN | MEX-AM/ CHICANO MEAN | ASIAN-AM, PAC ISLDR MEAN | P RICAN, HISPANIC MEAN |
|--|---------------------------|-----------------------------|---------------------------|----------------------------|--------------------------------|------------------------------|
| CORE OR MORE (N= 63837) (N= 5382) (N= 470451) (N= 23831) (N= 24458) (N= 9350) | | | | | | |
| ENGLISH | 17.4 | 19.7 | 22.3 | 18.6 | 21.3 | 19.8 |
| USAGE/MECH | 8.6 | 9.7 | 11.3 | 9.3 | 10.9 | 10.0 |
| RHET SKILLS | 8.9 | 10.2 | 11.5 | 9.6 | 10.9 | 10.2 |
| MATHEMATICS | 17.6 | 20.0 | 22.4 | 19.6 | 23.9 | 20.6 |
| PRE/ELEM-ALG | 8.9 | 10.4 | 12.0 | 10.2 | 12.7 | 10.9 |
| ALG/CRD-GEOM | 8.6 | 9.8 | 11.0 | 9.6 | 11.9 | 10.1 |
| PLANE GEOM/TRIG | 8.7 | 10.3 | 11.5 | 10.0 | 12.3 | 10.5 |
| READING | 17.8 | 20.9 | 23.1 | 19.7 | 22.0 | 20.9 |
| SOC STU/SCI | 8.6 | 10.5 | 11.7 | 9.6 | 11.1 | 10.3 |
| ARTS/LITERATURE | 9.2 | 10.8 | 12.0 | 10.3 | 11.3 | 11.0 |
| SCI REASONING | 17.9 | 20.6 | 22.5 | 19.6 | 22.0 | 20.4 |
| COMPOSITE | 17.8 | 20.4 | 22.7 | 19.5 | 22.4 | 20.5 |
| LESS THAN CORE (N= 42874) (N= 4821) (N= 266811) (N= 16018) (N= 9314) (N= 5561) | | | | | | |
| ENGLISH | 15.0 | 16.6 | 19.6 | 16.3 | 18.6 | 17.1 |
| USAGE/MECH | 7.1 | 7.8 | 9.7 | 7.8 | 9.3 | 8.3 |
| RHET SKILLS | 7.8 | 8.7 | 10.2 | 8.5 | 9.6 | 8.9 |
| MATHEMATICS | 15.8 | 17.1 | 19.5 | 17.4 | 21.3 | 17.9 |
| PRE/ELEM-ALG | 7.4 | 8.4 | 10.2 | 8.6 | 11.0 | 8.9 |
| ALG/CRD-GEOM | 7.6 | 8.2 | 9.5 | 8.4 | 10.5 | 8.7 |
| PLANE GEOM/TRIG | 7.8 | 8.8 | 10.0 | 8.9 | 10.9 | 9.0 |
| READING | 16.0 | 18.2 | 20.6 | 17.6 | 19.6 | 18.4 |
| SOC STU/SCI | 7.7 | 9.0 | 10.4 | 8.6 | 9.8 | 9.0 |
| ARTS/LITERATURE | 8.0 | 9.2 | 10.6 | 8.9 | 9.9 | 9.4 |
| SCI REASONING | 16.5 | 18.4 | 20.4 | 18.0 | 20.1 | 18.4 |
| COMPOSITE | 16.0 | 17.7 | 20.2 | 17.5 | 20.0 | 18.0 |
| NO RESPONSE (N= 3906) (N= 773) (N= 24755) (N= 1565) (N= 1707) (N= 1490) | | | | | | |

TABLE 1 (CONTINUED)

| | AFRI-AM/ BLACK MEAN | AM IND, ALSK NTV MEAN | CAUC-AM/ WHITE MEAN | MEX-AM/ CHICANO MEAN | ASIAN-AM, PAC ISLDR MEAN | P RICAN, HISPANIC MEAN |
|-----------------|---------------------------|-----------------------------|---------------------------|----------------------------|--------------------------------|------------------------------|
| TOTAL GROUP | (N= 110617) | (N= 10976) | (N= 762017) | (N= 41414) | (N= 35479) | (N= 16401) |
| ENGLISH | 16.4 | 18.0 | 21.3 | 17.6 | 20.5 | 18.7 |
| USAGE/MECH | 8.0 | 8.7 | 10.7 | 8.6 | 10.4 | 9.3 |
| RHET SKILLS | 8.4 | 9.4 | 11.0 | 9.1 | 10.5 | 9.6 |
| MATHEMATICS | 16.8 | 18.5 | 21.3 | 18.7 | 23.2 | 19.5 |
| PRE/ELEM-ALG | 8.3 | 9.4 | 11.4 | 9.6 | 12.2 | 10.1 |
| ALG/CRD-GEOM | 8.2 | 9.0 | 10.4 | 9.1 | 11.5 | 9.6 |
| PLANE GEOM/TRIG | 8.3 | 9.5 | 11.0 | 9.6 | 11.9 | 9.9 |
| READING | 17.0 | 19.4 | 22.2 | 18.8 | 21.3 | 19.9 |
| SOC STU/SCI | 8.3 | 9.7 | 11.2 | 9.2 | 10.7 | 9.8 |
| ARTS/LITERATURE | 8.7 | 9.9 | 11.5 | 9.7 | 10.9 | 10.4 |
| SCI REASONING | 17.3 | 19.4 | 21.7 | 18.9 | 21.5 | 19.5 |
| COMPOSITE | 17.0 | 19.0 | 21.8 | 18.6 | 21.7 | 19.5 |

TABLE 2 AVERAGE ACT COMPOSITE SCORES BY ABILITY LEVEL FOR DIFFERENT ETHNIC GROUPS

| | AFRI-AM/ BLACK FREQ MEAN | AM IND, ALSK NTV FREQ MEAN | CAUC-AM/ WHITE FREQ MEAN | MEX-AM/ CHICANO FREQ MEAN | ASIAN-AM, PAC ISLDR FREQ MEAN | P RICAN, HISPANIC FREQ MEAN |
|----------------------|--------------------------------|----------------------------------|--------------------------------|---------------------------------|-------------------------------------|-----------------------------------|
| HIGH SCHOOL AVERAGE | | | | | | |
| 3.50 - 4.00 | 15626 20.4 | 2832 22.3 | 288304 24.5 | 11079 21.3 | 16313 24.2 | 3819 22.8 |
| 3.00 - 3.49 | 27992 17.9 | 2773 19.2 | 203126 21.2 | 12300 18.6 | 9303 20.5 | 4496 19.7 |
| 2.50 - 2.99 | 28737 16.4 | 2117 17.6 | 123316 19.4 | 8307 17.2 | 4268 18.5 | 3286 18.2 |
| 2.00 - 2.49 | 19463 15.4 | 1174 16.5 | 60307 18.1 | 3961 16.5 | 1700 17.3 | 1685 16.9 |
| 1.99 & BELOW | 6021 14.8 | 441 15.7 | 16407 17.2 | 1085 15.8 | 435 16.2 | 440 15.8 |
| CGPA PRED BY STUDENT | | | | | | |
| 3.5 - 4.0 | 14584 20.1 | 1968 22.8 | 202429 25.1 | 7702 21.9 | 13345 24.5 | 3845 22.6 |
| 3.0 - 3.4 | 39034 17.7 | 3916 19.5 | 303648 21.7 | 16685 18.9 | 12878 20.9 | 6460 19.6 |
| 2.5 - 2.9 | 27887 16.2 | 2353 17.6 | 137606 19.4 | 9043 17.3 | 4587 18.6 | 2890 17.6 |
| 2.0 - 2.4 | 16915 15.1 | 1396 16.2 | 59366 17.8 | 4231 15.9 | 1714 16.9 | 1251 16.3 |
| 1.9 & BELOW | 4371 14.4 | 413 15.2 | 12103 16.7 | 910 15.2 | 420 15.9 | 278 15.5 |
| HIGH SCHOOL RANK | | | | | | |
| TOP QUARTER | 25788 19.5 | 3789 21.4 | 333090 24.2 | 13914 21.1 | 17111 24.2 | 5283 22.3 |
| 2ND QUARTER | 39905 16.8 | 3677 18.1 | 248409 20.3 | 14090 18.0 | 10144 19.8 | 5381 18.8 |
| BOTTOM HALF | 33899 15.6 | 2339 16.7 | 120932 18.3 | 9595 16.5 | 4961 17.7 | 3507 17.1 |

TABLE 3 STUDENT SATISFACTION WITH VARIOUS ASPECTS OF THE LOCAL HIGH SCHOOL

| | | SATISFIED NO CHANGE NECESSARY FREQ PC | | PRETTY MUCH NEUTRAL FREQ PC | | DISSATISFIED IMPROVEMENT NEEDED FREQ PC | | NO EXPER- IENCE FREQ PC | |
|---|--------|--|----|--------------------------------------|----|--|----|----------------------------------|----|
| CLASSROOM INSTRUCTION | MALE | 231916 | 22 | 133328 | 13 | 43146 | 4 | 2611 | 0 |
| | FEMALE | 301589 | 28 | 186448 | 18 | 70165 | 7 | 2591 | 0 |
| | TOTAL | 535316 | 50 | 320816 | 30 | 113715 | 11 | 5223 | 0 |
| NO. & VARIETY OF COURSE OFFERINGS | MALE | 217578 | 20 | 99543 | 9 | 90682 | 9 | 3423 | 0 |
| | FEMALE | 280735 | 26 | 121313 | 11 | 155269 | 15 | 3797 | 0 |
| | TOTAL | 500003 | 47 | 221659 | 21 | 246717 | 23 | 7242 | 1 |
| GRADING PRACTICES & POLICIES | MALE | 198722 | 19 | 140591 | 13 | 67224 | 6 | 4285 | 0 |
| | FEMALE | 280465 | 26 | 183274 | 17 | 92591 | 9 | 4388 | 0 |
| | TOTAL | 480752 | 45 | 324972 | 31 | 160393 | 15 | 8702 | 1 |
| NO. & KINDS OF TESTS GIVEN | MALE | 192145 | 18 | 166763 | 16 | 48281 | 5 | 3548 | 0 |
| | FEMALE | 252836 | 24 | 228328 | 21 | 75920 | 7 | 3371 | 0 |
| | TOTAL | 446473 | 42 | 396389 | 37 | 124648 | 12 | 6955 | 1 |
| GUIDANCE SERV PROVIDED BY TOTAL SCHOOL | MALE | 207221 | 19 | 109389 | 10 | 76192 | 7 | 17837 | 2 |
| | FEMALE | 269066 | 25 | 134841 | 13 | 136133 | 13 | 20244 | 2 |
| | TOTAL | 477896 | 45 | 245049 | 23 | 213056 | 20 | 38196 | 4 |
| SCHOOL RULES, REGULATIONS, & POLICIES | MALE | 149933 | 14 | 125449 | 12 | 127892 | 12 | 7203 | 1 |
| | FEMALE | 200887 | 19 | 169012 | 16 | 183734 | 17 | 6517 | 1 |
| | TOTAL | 352007 | 33 | 295448 | 28 | 312661 | 29 | 13779 | 1 |
| LIBRARY OR LEARNING CENTER | MALE | 210694 | 20 | 124161 | 12 | 66754 | 6 | 8973 | 1 |
| | FEMALE | 287475 | 27 | 164749 | 15 | 96877 | 9 | 11229 | 1 |
| | TOTAL | 499805 | 47 | 289877 | 27 | 164233 | 15 | 20269 | 2 |
| LABORATORY FACILITIES | MALE | 189902 | 18 | 130904 | 12 | 74362 | 7 | 15421 | 1 |
| | FEMALE | 241410 | 23 | 181360 | 17 | 112317 | 11 | 25178 | 2 |
| | TOTAL | 432788 | 41 | 313304 | 29 | 187281 | 18 | 40756 | 4 |
| PROVISIONS FOR SPECIAL HELP IN READING, MATH, ETC | MALE | 145030 | 14 | 119818 | 11 | 42738 | 4 | 102902 | 10 |
| | FEMALE | 191707 | 18 | 147313 | 14 | 72150 | 7 | 148991 | 14 |
| | TOTAL | 338000 | 32 | 268081 | 25 | 115255 | 11 | 252590 | 24 |
| PROVISIONS FOR ACADEMICALLY OUTSTANDING STU | MALE | 219522 | 21 | 109494 | 10 | 43250 | 4 | 38389 | 4 |
| | FEMALE | 309886 | 29 | 134533 | 13 | 70489 | 7 | 45474 | 4 |
| | TOTAL | 531188 | 50 | 244894 | 23 | 114078 | 11 | 84155 | 8 |
| ADEQUACY OF PROG IN CAREER EDUC & PLANNING | MALE | 164230 | 15 | 140460 | 13 | 73744 | 7 | 31418 | 3 |
| | FEMALE | 212139 | 20 | 173328 | 16 | 128658 | 12 | 44876 | 4 |
| | TOTAL | 377735 | 35 | 314811 | 30 | 203035 | 19 | 76540 | 7 |

TABLE 4 MEAN ACT SCORES, FREQUENCY DISTRIBUTIONS, AND CUMULATIVE PERCENTAGES
FOR ALL STUDENTS (STUDENT COUNT = 1065138)

| STD SCORE | ACT ENGLISH | | ACT MATHEMATICS | | ACT READING | | ACT SCI REASONING | | ACT COMPOSITE | |
|--------------|----------------|----|--------------------|----|----------------|----|----------------------|----|------------------|----|
| | FREQ | PB | FREQ | PB | FREQ | PB | FREQ | PB | FREQ | PB |
| 36 | 1258 | 99 | 1863 | 99 | 8479 | 99 | 2325 | 99 | 131 | 99 |
| 35 | 3128 | 99 | 2437 | 99 | 9383 | 99 | 3017 | 99 | 888 | 99 |
| 34 | 6338 | 99 | 3857 | 99 | 14767 | 98 | 5411 | 99 | 2581 | 99 |
| 33 | 4967 | 99 | 5860 | 99 | 18689 | 97 | 4923 | 99 | 5183 | 99 |
| 32 | 8765 | 99 | 13515 | 99 | 21564 | 95 | 7946 | 99 | 8717 | 99 |
| 31 | 13103 | 98 | 17396 | 97 | 15908 | 93 | 7112 | 98 | 13389 | 98 |
| 30 | 25422 | 96 | 17670 | 96 | 21399 | 92 | 10827 | 97 | 19383 | 97 |
| 29 | 23323 | 94 | 27436 | 94 | 28806 | 90 | 15227 | 96 | 24535 | 95 |
| 28 | 38536 | 92 | 31285 | 92 | 42043 | 87 | 22681 | 95 | 32823 | 93 |
| 27 | 38040 | 88 | 41680 | 89 | 38033 | 83 | 39057 | 93 | 40194 | 90 |
| 26 | 39864 | 85 | 45121 | 85 | 56036 | 79 | 49269 | 89 | 48243 | 86 |
| 25 | 51383 | 81 | 50797 | 80 | 50536 | 74 | 52673 | 84 | 56810 | 82 |
| 24 | 60880 | 76 | 52156 | 76 | 53268 | 69 | 80681 | 79 | 64774 | 76 |
| 23 | 62941 | 70 | 51061 | 71 | 59550 | 64 | 78025 | 72 | 71688 | 70 |
| 22 | 60852 | 65 | 56786 | 66 | 67743 | 59 | 101145 | 64 | 77837 | 63 |
| 21 | 74420 | 59 | 62915 | 61 | 70272 | 52 | 74423 | 55 | 83092 | 56 |
| 20 | 81216 | 52 | 64945 | 55 | 68743 | 46 | 103896 | 48 | 86447 | 48 |
| 19 | 79310 | 44 | 88127 | 49 | 52442 | 39 | 92244 | 38 | 84148 | 40 |
| 18 | 63596 | 37 | 94990 | 40 | 57981 | 35 | 84638 | 30 | 80206 | 32 |
| 17 | 64444 | 31 | 97413 | 31 | 62137 | 29 | 71163 | 22 | 71926 | 25 |
| 16 | 59320 | 25 | 86692 | 22 | 46386 | 23 | 52333 | 15 | 62051 | 18 |
| 15 | 55427 | 19 | 77957 | 14 | 46766 | 19 | 31308 | 10 | 50237 | 12 |
| 14 | 36405 | 14 | 42247 | 7 | 45923 | 14 | 30698 | 7 | 37662 | 7 |
| 13 | 30377 | 11 | 18302 | 3 | 41769 | 10 | 21918 | 4 | 24574 | 4 |
| 12 | 26149 | 8 | 8886 | 1 | 35157 | 6 | 10751 | 2 | 12361 | 2 |
| 11 | 18578 | 5 | 2983 | 1 | 20166 | 3 | 5726 | 1 | 4066 | 1 |
| 10 | 17407 | 3 | 514 | 1 | 5273 | 1 | 3528 | 1 | 896 | 1 |
| 9 | 11513 | 2 | 145 | 1 | 3340 | 1 | 1589 | 1 | 225 | 1 |
| 8 | 5395 | 1 | 40 | 1 | 1415 | 1 | 429 | 1 | 53 | 1 |
| 7 | 2040 | 1 | 43 | 1 | 515 | 1 | 78 | 1 | 12 | 1 |
| 6 | 541 | 1 | 7 | 1 | 409 | 1 | 32 | 1 | 5 | 1 |
| 5 | 145 | 1 | 9 | 1 | 127 | 1 | 38 | 1 | 1 | 1 |
| 4 | 43 | 1 | 0 | 1 | 58 | 1 | 0 | 1 | 0 | 1 |
| 3 | 8 | 1 | 2 | 1 | 37 | 1 | 18 | 1 | 0 | 1 |
| 2 | 2 | 1 | 0 | 1 | 17 | 1 | 0 | 1 | 0 | 1 |
| 1 | 2 | 1 | 1 | 1 | 1 | 1 | 9 | 1 | 0 | 1 |

FREQUENCIES AND PERCENTAGES OF SCORES IN THE STANDARDS FOR TRANSITION SCORE INTERVALS

| | | | | | | | | | | |
|-------|--------|----|--------|----|--------|----|--------|----|--------|----|
| 33-36 | 15691 | 1 | 14017 | 1 | 51318 | 5 | 15676 | 1 | 8783 | 1 |
| 28-32 | 109149 | 10 | 107302 | 10 | 129720 | 12 | 63793 | 6 | 98847 | 9 |
| 24-27 | 190167 | 18 | 189754 | 18 | 197873 | 19 | 221680 | 21 | 210021 | 20 |
| 20-23 | 279429 | 26 | 235707 | 22 | 266308 | 25 | 357489 | 34 | 319064 | 30 |
| 16-19 | 266670 | 25 | 367222 | 34 | 218946 | 21 | 300378 | 28 | 298331 | 28 |
| 01-15 | 204032 | 19 | 151136 | 14 | 200973 | 19 | 106122 | 10 | 130092 | 12 |

SD) 20.5(5.5) 20.7(5.0) 21.4(6.1) 21.0(4.5) 21.0(4.7)

TABLE 5 DISTRIBUTIONS OF CUMULATIVE PERCENTAGES FOR ACT STANDARD SUBSCORES

| STD SCORE | USAGE/MECH | | RHET SKILLS | | SOC STU/SCI | | ARTS/LIT | | STD SCORE |
|--------------|------------|----|-------------|----|-------------|----|----------|----|--------------|
| | FREQ | PB | FREQ | PB | FREQ | PB | FREQ | PB | |
| 18 | 14195 | 99 | 5854 | 99 | 27575 | 99 | 31405 | 99 | 18 |
| 17 | 25343 | 99 | 17532 | 99 | 30792 | 97 | 65849 | 97 | 17 |
| 16 | 40169 | 96 | 26234 | 98 | 56789 | 95 | 62977 | 91 | 16 |
| 15 | 62470 | 93 | 65831 | 95 | 55246 | 89 | 73611 | 85 | 15 |
| 14 | 83365 | 87 | 71340 | 89 | 88603 | 84 | 83747 | 78 | 14 |
| 13 | 77566 | 79 | 86011 | 82 | 72562 | 76 | 90997 | 70 | 13 |
| 12 | 81354 | 72 | 104999 | 74 | 80473 | 69 | 95170 | 62 | 12 |
| 11 | 103032 | 64 | 148270 | 65 | 121250 | 61 | 85299 | 53 | 11 |
| 10 | 106218 | 54 | 141328 | 51 | 125100 | 50 | 105529 | 45 | 10 |
| 9 | 106372 | 44 | 148123 | 37 | 109054 | 38 | 68630 | 35 | 9 |
| 8 | 120426 | 34 | 104084 | 23 | 105931 | 28 | 72562 | 28 | 8 |
| 7 | 89712 | 23 | 64043 | 14 | 71326 | 18 | 78701 | 22 | 7 |
| 6 | 58099 | 15 | 42625 | 8 | 51953 | 11 | 60080 | 14 | 6 |
| 5 | 48823 | 9 | 21593 | 4 | 35071 | 6 | 51506 | 9 | 5 |
| 4 | 32689 | 5 | 12184 | 2 | 21645 | 3 | 22081 | 4 | 4 |
| 3 | 11978 | 1 | 4122 | 1 | 8277 | 1 | 12821 | 2 | 3 |
| 2 | 3022 | 1 | 901 | 1 | 2754 | 1 | 3757 | 1 | 2 |
| 1 | 305 | 1 | 64 | 1 | 737 | 1 | 416 | 1 | 1 |
| MEAN | 10.3 | | 10.6 | | 10.7 | | 11.1 | | |
| S.D. | 3.5 | | 2.9 | | 3.5 | | 3.8 | | |

| STD SCORE | PRE/ELEM | ALG | ALG/CRD-GEOM | | PLN | GEOM/TRIG | STD SCORE |
|--------------|----------|-----|--------------|----|--------|-----------|--------------|
| | FREQ | PB | FREQ | PB | FREQ | PB | |
| 18 | 27191 | 99 | 11199 | 99 | 11745 | 99 | 18 |
| 17 | 48841 | 97 | 7477 | 99 | 707 | 99 | 17 |
| 16 | 38946 | 93 | 18599 | 98 | 37395 | 99 | 16 |
| 15 | 50760 | 89 | 37168 | 97 | 58904 | 95 | 15 |
| 14 | 89749 | 84 | 55382 | 93 | 82795 | 90 | 14 |
| 13 | 103571 | 76 | 101317 | 88 | 97593 | 82 | 13 |
| 12 | 90955 | 66 | 89913 | 78 | 99144 | 73 | 12 |
| 11 | 91181 | 58 | 146779 | 70 | 124584 | 64 | 11 |
| 10 | 130291 | 49 | 140075 | 56 | 163844 | 52 | 10 |
| 9 | 113841 | 37 | 156629 | 43 | 149232 | 36 | 9 |
| 8 | 104998 | 26 | 134086 | 28 | 113272 | 22 | 8 |
| 7 | 81081 | 16 | 61920 | 16 | 52755 | 12 | 7 |
| 6 | 52945 | 9 | 41096 | 10 | 32228 | 7 | 6 |
| 5 | 26448 | 4 | 38645 | 6 | 17272 | 4 | 5 |
| 4 | 8493 | 1 | 13081 | 2 | 7526 | 2 | 4 |
| 3 | 4656 | 1 | 6794 | 1 | 10842 | 2 | 3 |
| 2 | 1033 | 1 | 2465 | 1 | 2718 | 1 | 2 |
| 1 | 158 | 1 | 2513 | 1 | 2582 | 1 | 1 |
| MEAN | 10.9 | | 10.1 | | 10.6 | | |
| S.D. | 3.4 | | 2.9 | | 2.9 | | |

TABLE 6 MEAN ACT SCORES AND STANDARD DEVIATIONS FOR MALES AND FEMALES

| GROUP | FREQUENCY | ENGLISH | | MATH | | READING | | SCI REASONING | | COMPOSITE | |
|-----------|-----------|---------|-----|------|-----|---------|-----|---------------|-----|-----------|-----|
| | | MEAN | SD | MEAN | SD | MEAN | SD | MEAN | SD | MEAN | SD |
| MALES | 455817 | 20.0 | 5.6 | 21.4 | 5.2 | 21.2 | 6.1 | 21.6 | 4.8 | 21.2 | 4.9 |
| FEMALES | 604646 | 20.9 | 5.5 | 20.2 | 4.8 | 21.5 | 6.0 | 20.6 | 4.3 | 20.9 | 4.6 |
| NO GENDER | 4675 | 19.8 | 5.4 | 20.3 | 4.7 | 21.0 | 5.9 | 20.7 | 4.3 | 20.6 | 4.5 |

PERCENT OF STUDENTS IN STANDARDS FOR TRANSITION SCORE INTERVALS BY GENDER

| SCORE INTERVAL | M | | F | | M | | F | | M | | F | | M | | F | |
|----------------|----|----|---|--|----|----|---|--|----|----|---|--|----|----|---|--|
| | | | | | | | | | | | | | | | | |
| 33-36 | 1 | 2 | | | 2 | 1 | | | 5 | 5 | | | 2 | 1 | | |
| 28-32 | 9 | 11 | | | 13 | 8 | | | 12 | 12 | | | 8 | 4 | | |
| 24-27 | 16 | 19 | | | 19 | 17 | | | 18 | 19 | | | 23 | 19 | | |
| 20-23 | 25 | 27 | | | 22 | 22 | | | 24 | 25 | | | 32 | 35 | | |
| 16-19 | 26 | 24 | | | 31 | 37 | | | 21 | 21 | | | 25 | 31 | | |
| 01-15 | 22 | 17 | | | 12 | 16 | | | 20 | 18 | | | 9 | 10 | | |

TABLE 7 EXPRESSED ADEQUACY OF HS EDUCATION ACCORDING TO HS CURRICULUM OR PROGRAM

| EXPRESSED ADEQUACY | TOTAL | | AVG ACT | BUS-COMM | | VOC-OCC | | COL PREP | | OTHER-GEN | |
|--------------------|--------|----|---------|----------|----|---------|----|----------|----|-----------|----|
| | FREQ | PC | | FREQ | PC | FREQ | PC | FREQ | PC | FREQ | PC |
| EXCELLENT | 182267 | 19 | 23.3 | 5025 | 12 | 7032 | 11 | 144482 | 22 | 25728 | 12 |
| GOOD | 424107 | 43 | 21.3 | 17545 | 41 | 25873 | 41 | 288947 | 44 | 91742 | 41 |
| AVERAGE | 233704 | 24 | 19.5 | 12694 | 29 | 19809 | 31 | 131444 | 20 | 69757 | 32 |
| BELOW AVERAGE | 51691 | 5 | 19.5 | 3125 | 7 | 4712 | 7 | 28001 | 4 | 15853 | 7 |
| VERY INADEQUATE | 71926 | 7 | 20.5 | 4079 | 9 | 5149 | 8 | 47933 | 7 | 14765 | 7 |
| NO RESPONSE | 16331 | 2 | 21.2 | 668 | 2 | 832 | 1 | 11564 | 2 | 3267 | 1 |
| NO. OF STUDENTS | 980026 | | | 43136 | | 63407 | | 652371 | | 221112 | |

TABLE 8 AVERAGE ACT SCORES FOR DIFFERENT PATTERNS OF ACADEMIC PREPARATION

| REFERENCE GROUPS | FREQUENCY | ENGLISH | | MATH | | READING | | SCI REASONING | | COMPOSITE | |
|------------------|-----------|---------|-----|------|-----|---------|-----|---------------|-----|-----------|-----|
| | | MEAN | SD | MEAN | SD | MEAN | SD | MEAN | SD | MEAN | SD |
| ALL GRADUATES | 1065138 | 20.5 | 5.5 | 20.7 | 5.0 | 21.4 | 6.1 | 21.0 | 4.5 | 21.0 | 4.7 |
| COLLEGE CORE | | | | | | | | | | | |
| E4, M3, SS3, NS3 | 645513 | 21.5 | 5.3 | 21.8 | 5.0 | 22.4 | 6.0 | 21.8 | 4.5 | 22.0 | 4.6 |
| In between | 267183 | 19.2 | 5.4 | 19.2 | 4.5 | 20.2 | 5.8 | 20.0 | 4.3 | 19.8 | 4.4 |
| E4, M2, SS2, NS2 | 109462 | 17.7 | 5.3 | 18.4 | 4.5 | 19.0 | 5.8 | 19.2 | 4.3 | 18.7 | 4.4 |
| No Response | 42980 | 19.7 | 5.8 | 20.5 | 5.1 | 20.7 | 6.3 | 20.4 | 4.7 | 20.4 | 4.9 |
| HS GPA RANGES | | | | | | | | | | | |
| 3.50 - 4.00 | 364661 | 23.9 | 4.9 | 24.1 | 4.8 | 24.7 | 5.7 | 23.6 | 4.3 | 24.2 | 4.2 |
| 3.00 - 3.49 | 281627 | 20.1 | 4.7 | 20.2 | 4.2 | 21.0 | 5.4 | 20.8 | 3.9 | 20.7 | 3.9 |
| 2.50 - 2.99 | 184525 | 18.0 | 4.6 | 18.2 | 3.6 | 19.0 | 5.1 | 19.2 | 3.8 | 18.7 | 3.6 |
| 2.00 - 2.49 | 95839 | 16.5 | 4.4 | 17.1 | 3.1 | 17.5 | 4.9 | 18.1 | 3.7 | 17.4 | 3.4 |
| .9 & below | 26941 | 15.3 | 4.3 | 16.3 | 2.8 | 16.5 | 4.6 | 17.3 | 3.6 | 16.5 | 3.2 |

TABLE 9 HIGH SCHOOL GPA'S & ACT AVERAGE SCORES BY COMMON COURSE PATTERNS (TOTAL)

| ENGLISH COURSE PATTERN | NUMBER OF STUDENTS | HS ENGLISH | ACT ENGLISH | ACT COMP |
|--|-----------------------|---------------|-----------------|-------------|
| ENG 9, ENG 10, ENG 11, ENG 12, SPEECH | 352637 | 3.34 | 21.0 | 21.5 |
| ENG 9, ENG 10, ENG 11, ENG 12 | 608193 | 3.21 | 20.4 | 21.0 |
| LESS THAN 4 YEARS OF ENGLISH | 60191 | 3.06 | 18.6 | 19.6 |
| NO ENGLISH COURSE/GRADE INFORMATION REPORTED | 44117 | - . . | 19.6 | 20.4 |
| MATHEMATICS COURSE PATTERN | NUMBER OF STUDENTS | HS MATH | ACT MATH | ACT COMP |
| ALG 1, ALG 2, GEOM, TRIG, CALC | 65733 | 3.52 | 24.9 | 24.4 |
| ALG 1, ALG 2, GEOM, TRIG, OTHER ADV MATH | 99976 | 3.25 | 22.3 | 22.5 |
| ALG 1, ALG 2, GEOM, TRIG | 104314 | 3.06 | 20.5 | 21.0 |
| ALG 1, ALG 2, GEOM, OTHER ADV MATH | 120692 | 3.05 | 20.4 | 20.9 |
| ALG 1, ALG 2, GEOM | 214954 | 2.62 | 17.7 | 18.7 |
| OTHER COMBINATIONS OF 4 OR MORE YEARS MATH | 246221 | 3.44 | 24.0 | 23.6 |
| OTHER COMBINATIONS OF 3 OR 3.5 YEARS MATH | 55800 | 3.00 | 19.9 | 20.4 |
| LESS THAN 3 YEARS OF MATH | 110162 | 2.40 | 16.7 | 17.4 |
| NO MATH COURSE/GRADE INFORMATION REPORTED | 47286 | - . . | 20.3 | 20.3 |
| SOCIAL SCIENCE COURSE PATTERN | NUMBER OF STUDENTS | HS SOC SCI | ACT READING | ACT COMP |
| US HIST, WORLD HIST, AM GOVT, OTHER HIST | 29538 | 3.38 | 22.4 | 21.9 |
| US HIST, WORLD HIST, AM GOVT | 68468 | 3.23 | 21.1 | 20.8 |
| OTHER COMBINATIONS OF 4 OR MORE YRS SOC SCI | 432296 | 3.43 | 21.8 | 21.4 |
| OTHER COMBINATIONS OF 3 OR 3.5 YRS SOC SCI | 334512 | 3.31 | 21.4 | 21.1 |
| LESS THAN 3 YEARS OF SOC SCI | 153938 | 3.16 | 20.3 | 20.1 |
| NO SOC SCI COURSE/GRADE INFORMATION REPORTED | 46386 | - . . | 20.7 | 20.4 |
| NATURAL SCIENCE COURSE PATTERN | NUMBER OF STUDENTS | HS NAT SCI | ACT SCI REAS | ACT COMP |
| GEN SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS | 318513 | 3.41 | 22.5 | 22.7 |
| BIOLOGY, CHEMISTRY, PHYSICS | 118726 | 3.34 | 23.2 | 23.7 |
| GEN SCIENCE, BIOLOGY, CHEMISTRY | 330577 | 3.08 | 20.2 | 20.1 |
| OTHER COMBINATIONS OF 3 YEARS NAT SCI | 30391 | 3.15 | 20.9 | 20.7 |
| LESS THAN 3 YEARS OF NAT SCI | 219601 | 2.88 | 19.1 | 18.7 |
| NO NAT SCI COURSE/GRADE INFORMATION REPORTED | 47330 | - . . | 20.4 | 20.4 |

TABLE 9 HIGH SCHOOL GPA'S & ACT AVERAGE SCORES BY COMMON COURSE PATTERNS FOR MALES

| ENGLISH COURSE PATTERN | NUMBER OF STUDENTS | HS ENGLISH | ACT ENGLISH | ACT COMP |
|--|-----------------------|---------------|-----------------|-------------|
| ENG 9, ENG 10, ENG 11, ENG 12, SPEECH | 146065 | 3.20 | 20.6 | 21.7 |
| ENG 9, ENG 10, ENG 11, ENG 12 | 257104 | 3.06 | 19.9 | 21.1 |
| LESS THAN 4 YEARS OF ENGLISH | 29506 | 2.91 | 18.2 | 19.8 |
| NO ENGLISH COURSE/GRADE INFORMATION REPORTED | 23142 | - . . | 18.9 | 20.3 |
| MATHEMATICS COURSE PATTERN | NUMBER OF STUDENTS | HS MATH | ACT MATH | ACT COMP |
| ALG 1, ALG 2, GEOM, TRIG, CALC | 29413 | 3.48 | 25.6 | 24.5 |
| ALG 1, ALG 2, GEOM, TRIG, OTHER ADV MATH | 35762 | 3.18 | 22.9 | 22.6 |
| ALG 1, ALG 2, GEOM, TRIG | 41979 | 2.99 | 21.1 | 21.1 |
| ALG 1, ALG 2, GEOM, OTHER ADV MATH | 43438 | 2.96 | 20.9 | 20.9 |
| ALG 1, ALG 2, GEOM | 85426 | 2.54 | 18.1 | 18.6 |
| OTHER COMBINATIONS OF 4 OR MORE YEARS MATH | 119533 | 3.40 | 24.8 | 23.9 |
| OTHER COMBINATIONS OF 3 OR 3.5 YEARS MATH | 26576 | 2.93 | 20.4 | 20.5 |
| LESS THAN 3 YEARS OF MATH | 49123 | 2.35 | 17.1 | 17.4 |
| NO MATH COURSE/GRADE INFORMATION REPORTED | 24567 | - . . | 20.6 | 20.2 |
| SOCIAL SCIENCE COURSE PATTERN | NUMBER OF STUDENTS | HS SOC SCI | ACT READING | ACT COMP |
| US HIST, WORLD HIST, AM GOVT, OTHER HIST | 14562 | 3.31 | 22.0 | 21.9 |
| US HIST, WORLD HIST, AM GOVT | 32465 | 3.17 | 21.0 | 21.0 |
| OTHER COMBINATIONS OF 4 OR MORE YRS SOC SCI | 174809 | 3.37 | 21.7 | 21.6 |
| OTHER COMBINATIONS OF 3 OR 3.5 YRS SOC SCI | 139482 | 3.25 | 21.3 | 21.3 |
| LESS THAN 3 YEARS OF SOC SCI | 70149 | 3.10 | 20.2 | 20.3 |
| NO SOC SCI COURSE/GRADE INFORMATION REPORTED | 24350 | - . . | 20.3 | 20.3 |
| NATURAL SCIENCE COURSE PATTERN | NUMBER OF STUDENTS | HS NAT SCI | ACT SCI REAS | ACT COMP |
| GEN SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS | 149810 | 3.37 | 23.2 | 23.0 |
| BIOLOGY, CHEMISTRY, PHYSICS | 51982 | 3.30 | 24.1 | 24.1 |
| GEN SCIENCE, BIOLOGY, CHEMISTRY | 120998 | 2.97 | 20.5 | 20.0 |
| OTHER COMBINATIONS OF 3 YEARS NAT SCI | 16332 | 3.11 | 21.5 | 20.9 |
| LESS THAN 3 YEARS OF NAT SCI | 91869 | 2.78 | 19.3 | 18.5 |
| NO NAT SCI COURSE/GRADE INFORMATION REPORTED | 24826 | - . . | 20.6 | 20.3 |

TABLE 9 HIGH SCHOOL GPA'S & ACT AVERAGE SCORES BY COMMON COURSE PATTERNS FOR FEMALES

| ENGLISH COURSE PATTERN | NUMBER OF STUDENTS | HS ENGLISH | ACT ENGLISH | ACT COMP |
|--|-----------------------|---------------|----------------|-------------|
| ENG 9, ENG 10, ENG 11, ENG 12, SPEECH | 205365 | 3.44 | 21.4 | 21.3 |
| ENG 9, ENG 10, ENG 11, ENG 12 | 348693 | 3.32 | 20.8 | 20.9 |
| LESS THAN 4 YEARS OF ENGLISH | 30231 | 3.21 | 19.0 | 19.5 |
| NO ENGLISH COURSE/GRADE INFORMATION REPORTED | 20357 | - . . | 20.4 | 20.6 |

| MATHEMATICS COURSE PATTERN | NUMBER OF STUDENTS | HS MATH | ACT MATH | ACT COMP |
|--|-----------------------|------------|-------------|-------------|
| ALG 1, ALG 2, GEOM, TRIG, CALC | 36069 | 3.56 | 24.3 | 24.2 |
| ALG 1, ALG 2, GEOM, TRIG, OTHER ADV MATH | 63875 | 3.29 | 21.9 | 22.5 |
| ALG 1, ALG 2, GEOM, TRIG | 61865 | 3.11 | 20.1 | 21.0 |
| ALG 1, ALG 2, GEOM, OTHER ADV MATH | 76765 | 3.10 | 20.0 | 20.9 |
| ALG 1, ALG 2, GEOM | 128628 | 2.67 | 17.4 | 18.7 |
| OTHER COMBINATIONS OF 4 OR MORE YEARS MATH | 125895 | 3.47 | 23.3 | 23.4 |
| OTHER COMBINATIONS OF 3 OR 3.5 YEARS MATH | 29016 | 3.07 | 19.4 | 20.3 |
| LESS THAN 3 YEARS OF MATH | 60464 | 2.45 | 16.3 | 17.4 |
| NO MATH COURSE/GRADE INFORMATION REPORTED | 22069 | - . . | 19.9 | 20.4 |

| SOCIAL SCIENCE COURSE PATTERN | NUMBER OF STUDENTS | HS SOC SCI | ACT READING | ACT COMP |
|--|-----------------------|---------------|----------------|-------------|
| US HIST, WORLD HIST, AM GOVT, OTHER HIST | 14855 | 3.44 | 22.7 | 21.9 |
| US HIST, WORLD HIST, AM GOVT | 35735 | 3.29 | 21.3 | 20.7 |
| OTHER COMBINATIONS OF 4 OR MORE YRS SOC SCI | 255880 | 3.46 | 21.9 | 21.2 |
| OTHER COMBINATIONS OF 3 OR 3.5 YRS SOC SCI | 193775 | 3.36 | 21.5 | 21.0 |
| LESS THAN 3 YEARS OF SOC SCI | 83013 | 3.22 | 20.4 | 20.0 |
| NO SOC SCI COURSE/GRADE INFORMATION REPORTED | 21388 | - . . | 21.1 | 20.5 |

| NATURAL SCIENCE COURSE PATTERN | NUMBER OF STUDENTS | HS NAT SCI | ACT SCI REAS | ACT COMP |
|--|-----------------------|---------------|-----------------|-------------|
| GEN SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS | 167621 | 3.45 | 21.9 | 22.4 |
| BIOLOGY, CHEMISTRY, PHYSICS | 66320 | 3.38 | 22.6 | 23.5 |
| GEN SCIENCE, BIOLOGY, CHEMISTRY | 208283 | 3.15 | 20.1 | 20.2 |
| OTHER COMBINATIONS OF 3 YEARS NAT SCI | 13919 | 3.20 | 20.2 | 20.4 |
| LESS THAN 3 YEARS OF NAT SCI | 126662 | 2.95 | 18.9 | 18.9 |
| NO NAT SCI COURSE/GRADE INFORMATION REPORTED | 21841 | - . . | 20.1 | 20.5 |

TABLE 10 PERCENTAGE DISTRIBUTION OF PLANNED EDUCATIONAL MAJORS & VOCATIONAL CHOICES

| | ---PLANNED EDUC MAJOR--- | MALE | FEMALE | TOTAL | |
|--------------------------|--------------------------|------|-------------|-----------|-----------|
| | NUMBER | AVG | CERTAINTY | EDUC 1ST | EDUC 1ST |
| | OF | ACT | VERY FAIRLY | MAJOR VOC | MAJOR VOC |
| | STUDENTS | COMP | (PERCENT) | (PERCENT) | (PERCENT) |
| AGRICULTURE SCIENCE/TECH | 20365 | 19.1 | 34 49 | 3 3 | 1 1 |
| ARCH & ENVIR DESIGN | 23481 | 20.8 | 36 49 | 3 3 | 2 2 |
| BUSINESS & MGMT | 106182 | 20.6 | 31 52 | 13 12 | 9 9 |
| BUSINESS & OFFICE | 8150 | 18.5 | 27 54 | 0 1 | 1 1 |
| MARKETING & DISTRIBUTION | 6518 | 19.6 | 27 53 | 0 1 | 1 1 |
| COMMUNICATION & COMM TEC | 41724 | 21.4 | 32 51 | 3 4 | 5 5 |
| COMMUNITY & PRSNL SVCS | 28273 | 18.8 | 43 45 | 3 4 | 3 3 |
| COMPUTER & INFO SCI | 43401 | 21.3 | 41 49 | 8 8 | 2 2 |
| CROSS-DISC STUDIES | 1095 | 23.3 | 20 46 | 0 0 | 0 0 |
| EDUCATION | 56377 | 20.3 | 46 43 | 2 2 | 9 9 |
| TEACHER EDUCATION | 35054 | 20.3 | 42 46 | 3 4 | 4 5 |
| ENGINEERING | 61648 | 22.6 | 33 52 | 12 11 | 2 2 |
| ENGINEERING-RELATED TECH | 20042 | 21.4 | 33 52 | 4 5 | 0 1 |
| FOREIGN LANGUAGES | 3753 | 23.4 | 33 47 | 0 0 | 1 0 |
| HEALTH SCI & ALLIED HLTH | 179137 | 20.9 | 48 43 | 10 10 | 25 26 |
| HUMAN, FAMILY/CONS SCI | 8513 | 18.8 | 39 45 | 0 0 | 1 2 |
| LETTERS | 7199 | 24.7 | 29 52 | 0 0 | 1 1 |
| MATHEMATICS | 4273 | 24.3 | 26 52 | 1 0 | 0 0 |
| PHILOS, RELIG & THEOL | 6915 | 22.5 | 45 40 | 1 1 | 1 1 |
| SCI (BIOL & PHYSICAL) | 48897 | 23.3 | 34 50 | 5 4 | 5 4 |
| SOCIAL SCIENCES | 84778 | 21.9 | 38 48 | 6 5 | 11 10 |
| TRADE & INDUSTRIAL | 11848 | 18.9 | 42 43 | 3 4 | 0 0 |
| VISUAL & PERFORM ARTS | 59414 | 21.3 | 43 43 | 6 6 | 6 7 |
| UNDECIDED | 102676 | 20.9 | 6 12 | 12 11 | 10 8 |
| NO RESP TO ED MAJOR | 95425 | | | | |

TOTAL STUDENTS IN REPORT - 1065138

TABLE 11 BACKGROUND INFORMATION ABOUT THE GRADUATING CLASS

| | NUMBER OF STUDENTS | MEAN ACT COMP | PC | | NUMBER OF STUDENTS | MEAN ACT COMP | PC |
|--------------------------|--------------------------|---------------------|----|--------------------------|--------------------------|---------------------|-----|
| HS CURRICULUM OR PROG | | | | RACE-ETHNIC BACKGROUND | | | |
| BUS COMM/VOC-OCCUP | 106543 | 18.2 | 10 | AFRICAN-AMER/BLACK | 110617 | 17.0 | 10 |
| COLL PREP | 652371 | 22.1 | 61 | AM INDIAN,ALASKAN NTV | 10976 | 19.0 | 1 |
| OTHER/GENERAL/NO RESP | 306224 | 19.7 | 29 | CAUCASIAN-AMER/WHITE | 762017 | 21.8 | 72 |
| | | | | MEXICAN-AMER/CHICANO | 41414 | 18.6 | 4 |
| REQUEST ASSISTANCE WITH | | | | ASIAN-AMER,PACIFIC ISL | 35479 | 21.7 | 3 |
| ED/OCCUP PLANS | 436769 | 21.2 | 41 | PUERTO RICAN,HISPANIC | 16401 | 19.5 | 2 |
| EXPR IDEAS IN WRITING | 218416 | 19.5 | 21 | OTHER | 16116 | 19.5 | 2 |
| READING/COMPREHENSION | 281327 | 19.3 | 26 | MULTIRACIAL | 14441 | 21.2 | 1 |
| STUDY SKILLS | 421561 | 19.6 | 40 | PREFER NOT TO RESPOND | 38318 | 22.2 | 4 |
| MATH SKILLS | 410122 | 19.2 | 39 | NO RESPONSE | 19359 | 20.7 | 2 |
| PERSONAL CONCERNS | 113648 | 19.6 | 11 | | | | |
| | | | | ESTIMATED FAMILY INCOME | | | |
| EXPRESSED FIN NEED | | | | LESS THAN \$18,000 | 85096 | 18.3 | 8 |
| NEED FINANCIAL AID | 834259 | 21.0 | 78 | ABOUT \$18,000-\$24,000 | 70603 | 19.1 | 7 |
| NEED TO FIND WORK | 703451 | 20.8 | 66 | ABOUT \$24,000-\$30,000 | 70099 | 19.8 | 7 |
| | | | | ABOUT \$30,000-\$36,000 | 70819 | 20.4 | 7 |
| SPECIAL COLLEGE PROG | | | | ABOUT \$36,000-\$42,000 | 79868 | 20.7 | 7 |
| INDEP STUDY | 432134 | 21.8 | 41 | ABOUT \$42,000-\$50,000 | 97107 | 21.1 | 9 |
| HONORS COURSES | 328112 | 23.6 | 31 | ABOUT \$50,000-\$60,000 | 109404 | 21.6 | 10 |
| | | | | ABOUT \$60,000-\$80,000 | 137913 | 22.1 | 13 |
| ADV PLACEMENT IN COLL | | | | ABOUT \$80,000-\$100,000 | 81406 | 22.6 | 8 |
| ENGLISH | 297902 | 22.8 | 28 | MORE THAN \$100,000 | 92705 | 23.4 | 9 |
| MATH | 262919 | 23.3 | 25 | NO RESPONSE | 170118 | 20.9 | 16 |
| SOCIAL STUDIES | 269422 | 22.7 | 25 | | | | |
| NATURAL SCIENCE | 245271 | 22.9 | 23 | HS CLASS RANK | | | |
| FOREIGN LANG | 207655 | 22.4 | 19 | TOP QTR | 430702 | 23.8 | 40 |
| | | | | 2ND QTR | 347970 | 19.7 | 33 |
| MAX YEARLY COLL TUITION | | | | 3RD QTR | 168838 | 17.8 | 16 |
| \$1000 & UNDER | 46097 | 17.3 | 4 | 4TH QTR | 21738 | 16.8 | 2 |
| \$1001 - \$2000 | 62391 | 18.6 | 6 | NO RESPONSE | 95890 | 20.3 | 9 |
| \$2001 - \$4000 | 135857 | 19.8 | 13 | | | | |
| \$4001 - \$7500 | 157429 | 20.9 | 15 | EDUC DEG ASPIRATION | | | |
| \$7501 & OVER | 59058 | 21.7 | 6 | VOC-TECH | 13169 | 17.2 | 1 |
| NO PREFERENCE | 499684 | 22.1 | 47 | 2YR COL DEGREE | 47586 | 17.4 | 4 |
| NO RESPONSE | 104622 | 20.7 | 10 | BACHELORS DEGREE | 356727 | 20.2 | 33 |
| | | | | GRAD STUDY | 215334 | 22.5 | 20 |
| MOST RECENTLY TESTED | | | | PROF LEVEL DEGREE | 318412 | 22.2 | 30 |
| SOPHOMORE | 7506 | 20.9 | 1 | OTHER | 29816 | 18.4 | 3 |
| JUNIOR | 352921 | 22.1 | 33 | NO RESPONSE | 84094 | 20.4 | 8 |
| SENIOR | 694795 | 20.5 | 65 | | | | |
| OTHER/NO RESPONSE | 9916 | 20.4 | 1 | NUMBER OF STUDENTS | | | |
| | | | | HOME SCHOOLED | 4593 | 22.8 | 0 |
| COLLEGE CORE PREPARATION | | | | EARNED A GED | 1231 | 19.5 | 0 |
| CORE OR MORE | 645513 | 22.0 | 61 | ALL STUDENTS | 1065138 | 21.0 | 100 |
| LESS THAN CORE | 376645 | 19.5 | 35 | | | | |
| NO RESPONSE | 42980 | 20.4 | 4 | | | | |

TABLE 13 DISTRIBUTION OF PLANNED EDUCATIONAL MAJORS AND ACT COMPOSITE SCORES

| | NUMBER OF STUDENTS | MEAN ACT COMP | | NUMBER OF STUDENTS | MEAN ACT COMP |
|-----------------------------|--------------------------|---------------------|----------------------------|--------------------------|---------------------|
| AGRICULTURE SCIENCE/TECH | (20365) | (19.1) | BUSINESS & OFFICE | (8150) | (18.5) |
| AGRICULTURAL BUSINESS | 1235 | 19.3 | BOOKKEEPING/ACCT TECH | 555 | 18.3 |
| AGRICULTURAL ECONOMICS | 169 | 19.8 | BUSINESS DP/COMPUTER OPER | 606 | 17.3 |
| AGRICULTURAL MECHANICS | 290 | 17.8 | COURT REPORTING | 118 | 17.9 |
| AGRI PRODUCTION/TECH | 244 | 19.3 | OFFICE SUPERVISION & MGMT | 522 | 18.7 |
| AGRONOMY | 329 | 20.3 | SECRETARIAL | 1044 | 17.4 |
| ANIMAL SCIENCES | 2006 | 20.5 | TYPING & GENERAL OFFICE | 235 | 16.6 |
| FARM & RANCH MANAGEMENT | 683 | 18.8 | WORD PROCESSING | 73 | 16.7 |
| FISH, GAME, WILDLIFE MGMT | 3226 | 19.0 | BUSINESS & OFFICE, GEN | 4997 | 19.0 |
| FOOD SCIENCES/ENGINEERING | 143 | 19.3 | | | |
| FORESTRY & RELATED SCI | 1401 | 19.6 | MARKETING & DISTRIBUTION | (6518) | (19.6) |
| HORTICULTURE/ORNMENTAL HORT | 565 | 19.8 | FASHION MERCHANDISING | 1518 | 18.8 |
| NATURAL RESOURCES MGMT | 333 | 20.3 | RETAILING & SALES | 601 | 19.1 |
| AGRICULTURE & AG TECH, GEN | 9741 | 18.7 | TRAVEL SERVICES & TOURISM | 484 | 17.7 |
| | | | MARKETING & DISTRIB, GEN | 3915 | 20.2 |
| ARCH & ENVIR DESIGN | (23481) | (20.8) | | | |
| ARCHITECTURAL DRAFTING | 4667 | 20.1 | COMMUNICATIONS & COMM TECH | (41724) | (21.4) |
| ARCHITECTURE | 3030 | 22.4 | ADVERTISING | 2724 | 21.3 |
| BLDG CON/CONSTRUCTION SCI | 836 | 18.6 | GRAPHIC/COMMERCIAL ART | 1901 | 19.8 |
| CITY, COMM & REG PLANNING | 159 | 20.5 | GRAPHIC & PRINT COMMUNIC | 593 | 20.1 |
| ENVIRONMENTAL DESIGN | 142 | 19.5 | JOURNALISM | 6602 | 22.7 |
| INTERIOR DESIGN | 3174 | 20.2 | PHOTO/FILM/VIDEO TECH | 1493 | 19.8 |
| LANDSCAPE ARCHITECTURE | 1193 | 20.3 | PUBLIC RELATIONS | 1995 | 21.6 |
| ARCHI & ENVIR DESIGN, GEN | 10280 | 21.1 | RADIO/TV BROADCASTING | 5893 | 20.4 |
| | | | RADIO/TV PRODUCTN & TECH | 1032 | 20.1 |
| BUSINESS & MGMT | (106182) | (20.6) | COMMUNIC & COMM TECH, GEN | 19491 | 21.7 |
| ACCOUNTING | 12446 | 20.5 | | | |
| BANKING & FINANCE | 3071 | 21.4 | COMMNTY & PRSNL SVCS | (28273) | (18.8) |
| BUSINESS ADMIN & MGMT | 14797 | 20.2 | CORRECTIONS | 139 | 17.8 |
| BUSINESS ECONOMICS | 1899 | 21.6 | COSMETOLOGY/HAIRSTYLING | 1370 | 16.7 |
| CONTRACT MGMT & PURCHSING | 162 | 18.8 | CRIMINAL JUSTICE/CRIMINOL | 8204 | 19.1 |
| HOTEL/RESTAURANT MGMT | 2019 | 19.2 | FIRE PROTECTN/SAFETY TECH | 858 | 18.5 |
| HUMAN RESOURCE DEVEL/TRNG | 336 | 19.8 | FUNERAL SVCS/MORTUARY SCI | 273 | 17.5 |
| INSTITUTIONAL MANAGEMENT | 28 | 20.2 | LAW ENFORCEMENT & ADMIN | 4664 | 18.4 |
| INSURANCE & RISK MGMT | 196 | 19.3 | LIBRARY SCI/LIB ASSISTING | 102 | 21.6 |
| INTERNATL BUSINESS/MGMT | 4181 | 22.4 | MILITARY SCIENCE/TECH | 601 | 21.3 |
| LABOR/INDUSTRL RELATIONS | 69 | 19.5 | PARKS & RECREATION | 229 | 19.5 |
| MANAGEMENT INFO SYSTEMS | 579 | 22.0 | PUBLIC ADMINISTRATION | 122 | 20.7 |
| MANAGEMENT SCIENCE | 131 | 20.4 | PUBLIC AFFAIRS | 123 | 19.0 |
| MARKETING MGMT & RESEARCH | 2909 | 20.7 | SOCIAL WORK | 3058 | 19.0 |
| ORGANIZATIONAL BEHAVIOR | 39 | 19.6 | COMMNTY & PRSNL SVCS, GEN | 8530 | 18.9 |
| PERSONNEL MANAGEMENT | 280 | 19.4 | | | |
| REAL ESTATE | 1024 | 18.2 | | | |
| SML BUSINESS MGMT/OWNRSHIP | 4294 | 19.6 | | | |
| TRADE & INDUSTRIAL MGMT | 134 | 18.2 | | | |
| TRANSPORTATION MANAGEMENT | 107 | 19.4 | | | |
| BUSINESS & MGMT, GEN | 57481 | 20.7 | | | |

TABLE 13 (CONTINUED)

| | NUMBER OF STUDENTS | MEAN ACT COMP | | NUMBER OF STUDENTS | MEAN ACT COMP |
|---------------------------|--------------------------|---------------------|---------------------------|--------------------------|---------------------|
| COMPUTER & INFO SCI | (43401) | (21.3) | ENGINEERING | (61648) | (22.6) |
| COMPUTER PROGRAMMING | 12335 | 20.4 | AEROSPACE ENGINEERING | 4964 | 24.4 |
| COMPUTER SCIENCE | 11760 | 22.3 | AGRICULTURAL ENGINEERING | 436 | 20.9 |
| DATA PROCESSING | 321 | 17.3 | ARCHITECTURAL ENGINEERING | 1817 | 22.3 |
| INFO SCIENCES & SYSTEMS | 1352 | 21.5 | BIOENGINEER & BIOMED ENG | 1524 | 26.0 |
| MATH/COMPUTER SCIENCE | 980 | 24.1 | CERAMIC ENGINEERING | 32 | 23.7 |
| COMPUTER & INFO SCI, GEN | 16653 | 21.3 | CHEMICAL ENGINEERING | 3045 | 24.8 |
| | | | CIVIL ENGINEERING | 2202 | 22.9 |
| CROSS-DISC STUDIES | (1095) | (23.3) | COMPUTER ENGINEERING | 5933 | 22.0 |
| AREA & ETHNIC STUDIES | 143 | 22.0 | CONSTRUCTION ENG/MGMT | 653 | 19.4 |
| LIBERAL ARTS/GEN STUDIES | 667 | 23.1 | ELECTRCL & ELECTRONIC ENG | 4747 | 21.8 |
| MULTI-/INTERDISC STUDIES | 99 | 26.2 | ENGINEERING MANAGEMENT | 156 | 20.7 |
| CROSS-DISC STUDIES, GEN | 186 | 23.3 | ENGINEERING PHYSICS | 346 | 25.8 |
| | | | ENGINEERING SCIENCE | 187 | 22.4 |
| EDUCATION | (56377) | (20.3) | ENVIRONMENTAL HEALTH ENG | 242 | 22.5 |
| ADULT & CONTINUING EDUC | 152 | 20.7 | GEOLOGICAL & GEOPHYS ENG | 97 | 22.9 |
| EDUCATION ADMINISTRATION | 392 | 19.6 | INDUSTRIAL ENGINEERING | 478 | 21.2 |
| ELEMENTARY EDUCATION | 21211 | 20.1 | MATERIALS ENGINEERING | 107 | 23.1 |
| JR HIGH/MIDDLE SCH EDUC | 2422 | 19.7 | MECHANICAL ENGINEERING | 5245 | 22.5 |
| PRE-ELEMENTARY EDUCATION | 3171 | 18.8 | METALLURGICAL ENGINEERING | 60 | 22.7 |
| SECONDARY EDUCATION | 6056 | 21.9 | MINING & MINERAL ENG | 46 | 20.1 |
| STUDENT COUNSELING | 733 | 19.1 | NAVAL ARCHIT & MARINE ENG | 184 | 22.9 |
| TEACHER AIDE | 48 | 15.8 | NUCLEAR ENGINEERING | 302 | 23.9 |
| EDUCATION, GENERAL | 22192 | 20.4 | OCEAN ENGINEERING | 92 | 21.1 |
| | | | PETROLEUM ENGINEERING | 104 | 22.1 |
| TEACHER EDUCATION | (35054) | (20.3) | SYSTEMS ENGINEERING | 73 | 21.5 |
| AGRICULTURAL EDUCATION | 339 | 19.9 | ENGINEERING, GENERAL | 28576 | 22.3 |
| ART EDUCATION | 966 | 20.4 | | | |
| BUSINESS EDUCATION | 185 | 19.0 | ENGINEERING-RELATED TECH | (20042) | (21.4) |
| ENGLISH EDUCATION | 2636 | 22.0 | AERONAUTICAL TECHNOLOGY | 1343 | 23.4 |
| FOREIGN LANGUAGES EDUC | 424 | 21.9 | AC, HEATING, REFRIG TECH | 188 | 16.7 |
| HEALTH EDUCATION | 214 | 18.1 | ARCHITECTURAL DESIGN TECH | 1002 | 21.5 |
| HUMAN, FAM/CONS SCI EDUC | 83 | 18.9 | BIOMEDICAL EQUIPMENT TECH | 156 | 24.0 |
| INDUSTRIAL ARTS EDUCATION | 76 | 18.9 | CIVIL ENGINEERING TECH | 407 | 22.4 |
| MATHEMATICS EDUCATION | 1552 | 22.0 | COMPUTER ENGINEERING TECH | 3206 | 21.5 |
| MUSIC EDUCATION | 3851 | 22.1 | CONSTRUCTION/BLDG TECH | 354 | 18.1 |
| PHYSICAL EDUCATION | 4730 | 17.9 | DRAFTING & DESIGN TECH | 917 | 19.7 |
| SCIENCE EDUCATION | 597 | 21.8 | ELECTRICAL ENG TECHNOLOGY | 1399 | 20.1 |
| SOC STUDIES/SOC SCI EDUC | 1760 | 21.4 | ELECTRONIC ENG TECHNOLOGY | 1286 | 19.7 |
| SPECIAL EDUCATION | 2074 | 19.9 | ELECTROMECHAN INSTR TECH | 89 | 19.3 |
| SPEECH CORRECTION EDUC | 215 | 19.9 | ENVIRONMENTAL CONTRL TECH | 114 | 22.1 |
| TEACHING ENGL AS 2ND LANG | 92 | 20.2 | INDUSTRL PRODUCTION TECH | 96 | 20.3 |
| TECH/TRADE & IND ED | 113 | 19.1 | | | |
| TEACHER EDUCATION, OTHER | 1070 | 19.4 | | | |
| TEACHER EDUCATION, GEN | 14077 | 20.1 | | | |

TABLE 13 (CONTINUED)

| | NUMBER OF STUDENTS | MEAN ACT COMP | | NUMBER OF STUDENTS | MEAN ACT COMP |
|---------------------------|--------------------------|---------------------|----------------------------|--------------------------|---------------------|
| LASER/FIBER-OPTIC TECH | 81 | 20.8 | HUMAN, FAMILY/CONS SCI | (8513) | (18.8) |
| MANUFACTURING TECHNOLOGY | 124 | 19.4 | CHILD DEV, CARE, GUIDANCE | 1530 | 17.6 |
| MECHANICAL ENG TECH | 1267 | 21.2 | CHILD CARE AIDE/ASSISTING | 326 | 15.9 |
| MINING & PETROLEUM TECH | 29 | 20.6 | CULINARY ARTS | 1529 | 18.9 |
| OCCUPATL SFTY & HLTH TECH | 26 | 17.0 | FAMILY/CONS RESOURCE MGMT | 61 | 18.5 |
| SURVEYING & MAPPING TECH | 73 | 20.0 | FASHION DESIGN | 880 | 19.5 |
| ENGINEERING TECH, OTHER | 558 | 21.8 | FOOD PRODUCTN, MGMT, SVCS | 289 | 18.2 |
| ENGINEER-RELATD TECH, GEN | 7327 | 21.9 | FOOD SCI & NUTR/DIETETICS | 715 | 21.4 |
| | | | HUMAN ENVIRON & HOUSING | 28 | 17.1 |
| FOREIGN LANGUAGES | (3753) | (23.4) | INDIVIDUAL & FAMILY DEVEL | 89 | 18.8 |
| ASIATIC LANGUAGES | 219 | 23.7 | TEXTILES AND CLOTHING | 83 | 21.0 |
| CLASSICAL LANGUAGES | 91 | 26.1 | HUMAN, FAM/CONS SCI, GEN | 2983 | 18.9 |
| FRENCH | 526 | 23.8 | | | |
| GERMAN | 251 | 23.9 | LETTERS | (7199) | (24.7) |
| ITALIAN | 24 | 22.8 | CLASSICS | 70 | 26.6 |
| MIDDLE EASTERN LANGUAGES | 17 | 22.1 | COMPARATIVE LITERATURE | 92 | 25.0 |
| RUSSIAN | 62 | 23.9 | CREATIVE WRITING | 2382 | 23.8 |
| SPANISH | 1276 | 22.9 | ENGLISH, GENERAL | 2285 | 25.4 |
| FOREIGN LANGUAGES, OTHER | 185 | 21.1 | LINGUISTICS | 120 | 25.1 |
| FOREIGN LANGUAGES, GEN | 1102 | 23.8 | LITERATURE, ENGLISH/AMER | 741 | 25.1 |
| | | | SPEECH & RHETORICAL STUDY | 80 | 22.5 |
| HEALTH SCI & ALLIED HLTH | (179137) | (20.9) | LETTERS, GENERAL | 1429 | 24.9 |
| CHIROPRACTIC | 1365 | 20.4 | | | |
| DENTAL ASSISTING | 504 | 16.9 | MATHEMATICS | (4273) | (24.3) |
| DENTAL HYGIENE | 2500 | 18.4 | ACTUARIAL SCIENCES | 236 | 25.9 |
| DENTAL LAB/TECHNOLOGY | 109 | 18.3 | APPLIED MATHEMATICS | 522 | 23.6 |
| DENTISTRY | 3812 | 21.2 | STATISTICS | 147 | 23.2 |
| EMERG MED TECH/PARAMEDIC | 1258 | 18.5 | MATHEMATICS, GENERAL | 3368 | 24.3 |
| HEALTH CARE ADMIN | 576 | 18.7 | | | |
| MEDICAL/SURG ASSISTING | 2909 | 18.9 | PHILOS, RELIG & THEOLOGY | (6915) | (22.5) |
| MEDICAL LAB/TECHNOLOGY | 1287 | 20.1 | BIBLE STUDIES | 990 | 22.2 |
| MED RECORDS ADMIN/TECH | 440 | 18.5 | PHILOSOPHY | 782 | 24.1 |
| MEDICINE | 37082 | 23.4 | RELIGION | 813 | 22.1 |
| MNTL HLTH & HUM SVCS/TECH | 718 | 20.0 | RELIGIOUS EDUCATION | 714 | 21.6 |
| NUCLEAR MEDICINE TECH | 186 | 20.9 | RELIGIOUS MUSIC | 302 | 21.9 |
| NURSING (PRACTICAL) | 3232 | 17.0 | THEOLOGY | 772 | 22.8 |
| NURSING (REGISTERED) | 16651 | 18.6 | PHILOS, RELIG & THEOL, GEN | 2542 | 22.6 |
| OCCUPATNL THERAPY/ASSIST | 2068 | 19.8 | | | |
| OPTOMETRY | 1381 | 21.7 | | | |
| PHARMACY | 5008 | 21.3 | | | |
| PHYSICIAN ASSISTING | 1410 | 20.4 | | | |
| PHYSICAL THERAPY/ASSIST | 17474 | 20.2 | | | |
| RADIOLOGY/RADIOLOGIC TECH | 2806 | 18.8 | | | |
| REC/ART/MUSIC THERAPY | 453 | 21.5 | | | |
| RESPIRATORY THERAPY/TECH | 464 | 18.2 | | | |
| SPEECH PATHOL/AUDIOLOGY | 975 | 21.4 | | | |
| VETERINARIAN ASSISTING | 1168 | 18.2 | | | |
| PRINARY MEDICINE | 8679 | 22.2 | | | |
| TH SCI & ALLIED, GEN | 64622 | 20.6 | | | |

TABLE 13 (CONTINUED)

| | NUMBER OF STUDENTS | MEAN ACT COMP | | NUMBER OF STUDENTS | MEAN ACT COMP |
|------------------------------|--------------------------|---------------------|---------------------------|--------------------------|---------------------|
| SCIENCES (BIOL & PHYSICAL) (| 48897) | (23.3) | VISUAL/PERFORM ARTS | (59414) | (21.3) |
| ASTRONOMY | 1326 | 22.9 | APPLIED DESIGN/CRAFTS | 299 | 20.4 |
| ATMOSPHER SCI & METEOROL | 1751 | 22.1 | ART | 4875 | 20.6 |
| BIOCHEMISTRY & BIOPHYSICS | 2137 | 25.7 | ART HIST & APPRECIATION | 304 | 22.8 |
| BIOLOGY | 14265 | 23.3 | CINEMATOGRAPHY/FILM/VIDEO | 3183 | 22.3 |
| BOTANY | 240 | 22.9 | DANCE | 1707 | 20.7 |
| CHEMISTRY | 3757 | 24.4 | DESIGN, GENERAL | 1353 | 20.4 |
| EARTH SCIENCE | 525 | 21.8 | DRAMA/THEATRE ARTS | 6099 | 22.2 |
| ECOLOGY/ENV STUDIES | 1128 | 23.1 | FINE ARTS, GENERAL | 1267 | 22.1 |
| GEOLOGY | 504 | 23.5 | GRAPHIC ARTS TECHNOLOGY | 1774 | 21.0 |
| MICROBIOLOGY | 1231 | 24.8 | GRAPHIC DESIGN | 3838 | 21.0 |
| OCEANOGRAPHY | 2458 | 20.9 | MUSIC (LIBERAL ARTS) | 2409 | 22.7 |
| PHYSICS | 1702 | 26.9 | MUSIC PERFORMANCE | 7767 | 22.0 |
| ZOOLOGY | 3493 | 21.8 | MUSIC THEORY & COMPOSIT | 1556 | 22.6 |
| SCIENCES (BIO & PHYS), GEN | 14380 | 23.3 | PHOTOGRAPHY | 2943 | 20.1 |
| | | | VISUAL/PERFORM ARTS, GEN | 20040 | 20.7 |
| SOCIAL SCIENCES | (84778) | (21.9) | UNDECIDED | (102676) | (20.9) |
| ANTHROPOLOGY | 1172 | 23.9 | | | |
| ECONOMICS | 400 | 25.5 | | | |
| GEOGRAPHY | 178 | 21.5 | | | |
| HISTORY | 4645 | 23.3 | | | |
| INTERNATIONAL RELATIONS | 1455 | 25.4 | | | |
| LAW | 18505 | 21.9 | | | |
| PARALEGAL/LEGAL ASSISTING | 795 | 18.7 | | | |
| POLITICAL SCI/GOVERNMENT | 4938 | 23.8 | | | |
| PSYCHOLOGY | 29924 | 21.5 | | | |
| SOCIOLOGY | 1890 | 20.7 | | | |
| URBAN STUDIES | 78 | 22.1 | | | |
| SOCIAL SCIENCES, GENERAL | 20798 | 21.7 | | | |
| TRADE & INDUSTRIAL | (11848) | (18.9) | | | |
| AIRCRAFT TECHNICIAN | 272 | 18.7 | | | |
| AIRPLANE PILOTING & NAVIG | 2647 | 21.2 | | | |
| AUTOMOTIVE BODY REPAIR | 480 | 16.8 | | | |
| AUTOMOTIVE TECHNOLOGY | 1502 | 18.6 | | | |
| AVIATION MANAGEMENT | 112 | 19.9 | | | |
| COMPUTER ELECTRNCS/REPAIR | 346 | 18.7 | | | |
| CONSTRCT TRADES & CARPENT | 595 | 17.6 | | | |
| DIESEL MECHANICS & TECH | 424 | 17.9 | | | |
| DRAFTING | 232 | 18.5 | | | |
| ELECTRICAL EQUIP REPAIR | 476 | 18.3 | | | |
| HEATING, AC, REFRIG MECH | 148 | 17.0 | | | |
| MACHINE TECHNOLOGY | 291 | 18.5 | | | |
| MECHANICAL DRAFTING | 92 | 18.6 | | | |
| WELDING & WELDING TECH | 470 | 16.9 | | | |
| TRADE & INDUSTRIAL, GEN | 3761 | 18.6 | | | |

TABLE 14 AVERAGE ACT COMPOSITE SCORE BY CAREER CLUSTER

| REFERENCE GROUP | TOTAL | | CORE OR MORE | | LESS THAN CORE | | MALES | | FEMALES | |
|---|-------|------|--------------|------|----------------|------|-------|------|---------|------|
| | FREQ | MEAN | FREQ | MEAN | FREQ | MEAN | FREQ | MEAN | FREQ | MEAN |
| <u>PLAN ON 2-YEARS OR LESS OF COLLEGE</u> | | | | | | | | | | |
| BUSINESS CONT (02-03) | 5268 | 16.9 | 1877 | 17.7 | 3354 | 16.4 | 1052 | 17.1 | 4196 | 16.8 |
| BUSINESS OPER (04-05) | 8162 | 17.2 | 2592 | 18.2 | 5503 | 16.8 | 3369 | 17.2 | 4758 | 17.3 |
| TECHNICAL (06-07) | 13866 | 17.4 | 4446 | 18.7 | 9252 | 16.9 | 9479 | 17.5 | 4340 | 17.3 |
| SCIENCE (08-09) | 7952 | 18.1 | 2768 | 19.2 | 5046 | 17.5 | 4174 | 18.2 | 3747 | 18.0 |
| ARTS (10-11) | 4211 | 18.1 | 1498 | 19.1 | 2656 | 17.4 | 1188 | 18.3 | 3006 | 17.9 |
| SOCIAL SERVICE (12-01) | 4237 | 17.3 | 1503 | 18.2 | 2684 | 16.8 | 1032 | 17.2 | 3187 | 17.3 |
| OTHER* | 17059 | 17.1 | 5925 | 18.0 | 10845 | 16.6 | 6997 | 17.1 | 9998 | 17.1 |
| TOTAL | 60755 | 17.4 | 20609 | 18.4 | 39340 | 16.9 | 27291 | 17.5 | 33232 | 17.3 |

PLAN ON 4-YEARS OR MORE OF COLLEGE

| | | | | | | | | | | |
|------------------------|--------|------|--------|------|--------|------|--------|------|--------|------|
| BUSINESS CONT (02-03) | 105099 | 20.8 | 68826 | 21.5 | 35364 | 19.3 | 34739 | 21.5 | 70033 | 20.4 |
| BUSINESS OPER (04-05) | 69198 | 20.7 | 43290 | 21.5 | 25303 | 19.2 | 32991 | 20.7 | 36000 | 20.6 |
| TECHNICAL (06-07) | 96794 | 21.0 | 61626 | 21.9 | 34192 | 19.4 | 62379 | 21.0 | 34108 | 20.9 |
| SCIENCE (08-09) | 140848 | 22.5 | 94916 | 23.3 | 44432 | 21.0 | 68357 | 22.8 | 72020 | 22.3 |
| ARTS (10-11) | 107115 | 22.4 | 71184 | 23.1 | 34828 | 21.0 | 32376 | 22.8 | 74351 | 22.3 |
| SOCIAL SERVICE (12-01) | 105266 | 21.2 | 67635 | 22.0 | 36588 | 19.8 | 29278 | 21.4 | 75615 | 21.2 |
| OTHER* | 266153 | 21.2 | 172338 | 22.0 | 89015 | 19.6 | 116038 | 21.4 | 149100 | 21.0 |
| TOTAL | 890473 | 21.4 | 579815 | 22.2 | 299722 | 19.9 | 376158 | 21.6 | 511227 | 21.3 |

* OTHER = STUDENTS WHO HAD WORLD-OF-WORK REGIONS THAT DIFFERED FROM THOSE LISTED

TABLE 15 HIGH SCHOOL ACADEMIC AREA GRADE AVERAGES BY GENDER AND RACE/ETHNICITY

| REFERENCE GROUP | NUMBER OF STUDENTS | ENGLISH | MATH | SOCIAL STUDIES | NATURAL SCIENCE | HS GPA AVG | HS GPA SD |
|--------------------------|--------------------------|---------|------|-------------------|--------------------|------------------|-----------------|
| | | | | | | | |
| MALE | 401153 | 3.10 | 3.00 | 3.27 | 3.12 | 3.12 | 0.62 |
| FEMALE | 548917 | 3.36 | 3.08 | 3.38 | 3.23 | 3.26 | 0.57 |
| NO GENDER | 3523 | 3.18 | 2.99 | 3.28 | 3.12 | 3.14 | 0.58 |
| AFRICAN-AMERICAN/BLACK | 97839 | 2.91 | 2.66 | 3.02 | 2.85 | 2.86 | 0.58 |
| CAUCASIAN-AMERICAN/WHITE | 691460 | 3.30 | 3.10 | 3.38 | 3.23 | 3.26 | 0.58 |
| OTHER MINORITY | 105219 | 3.24 | 3.07 | 3.32 | 3.17 | 3.20 | 0.58 |
| MISSING/PREFER NO RESP | 59075 | 3.24 | 3.02 | 3.33 | 3.16 | 3.19 | 0.59 |
| TOTAL | 953593 | 3.25 | 3.05 | 3.34 | 3.18 | 3.20 | 0.59 |

APPENDIX

THE RESULTS PROFILED IN THIS REPORT ARE BASED ON ALL STUDENTS WHO GRADUATED FROM HIGH SCHOOL IN THE SPRING OF 2000, AND WHO TOOK THE ACT ASSESSMENT DURING THEIR SOPHOMORE, JUNIOR OR SENIOR YEAR ON A NATIONAL TEST DATE. IF A STUDENT TESTED MORE THAN ONCE, ONLY THEIR MOST RECENT TEST RECORD CONTAINING A VALID HIGH SCHOOL CODE IS USED. THOSE STUDENTS WHO TESTED RESIDUALLY OR TESTED UNDER EXTENDED TIME CONDITIONS ARE NOT INCLUDED.

IT SHOULD BE NOTED THAT COLLEGE-BOUND STUDENTS WHO TAKE THE ACT ASSESSMENT ARE NOT NECESSARILY REPRESENTATIVE OF COLLEGE-BOUND STUDENTS NATIONALLY. STUDENTS WHO LIVE IN THE MIDWEST, ROCKY MOUNTAINS AND PLAINS AND THE SOUTHERN REGIONS OF THE COUNTRY ARE OVER REPRESENTED AMONG ACT-TESTED STUDENTS AS COMPARED TO COLLEGE-BOUND STUDENTS NATIONALLY.

CAUTION SHOULD BE USED IN MAKING COMPARISONS BETWEEN STATE AND NATIONAL NORMS. STATE NORMS MAY DIFFER FROM NATIONAL NORMS FOR NON-EDUCATIONAL REASONS SUCH AS THE DEMOGRAPHIC MAKE-UP OF A STATE'S ACT-TESTED GRADUATES COMPARED TO THE NATION.

SINCE THE ACT ASSESSMENT IS DESIGNED FOR THOSE STUDENTS WHO PLAN TO ATTEND COLLEGE, THE FOCUS IS ON STUDENTS WHO COMPLETED THE RECOMMENDED COLLEGE PREPARATORY COURSES. THE RECOMMENDED COLLEGE CORE COURSES (AS DEFINED BY ACT) INCLUDE:

ENGLISH (FOUR YEARS OR MORE)

ONE YEAR CREDIT EACH FOR ENGLISH 9, ENGLISH 10, ENGLISH 11, ENGLISH 12

MATHEMATICS (THREE YEARS OR MORE)

ONE YEAR CREDIT EACH FOR ALGEBRA I, ALGEBRA II, GEOMETRY
ONE-HALF YEAR CREDIT EACH FOR TRIGONOMETRY, CALCULUS (NOT PRE-CALCULUS),
OTHER MATH COURSES BEYOND ALGEBRA II, COMPUTER MATH/COMPUTER SCIENCE

SOCIAL SCIENCES (THREE YEARS OR MORE)

ONE YEAR CREDIT EACH FOR AMERICAN HISTORY, WORLD HISTORY, AMERICAN GOVERNMENT
ONE-HALF YEAR CREDIT EACH FOR ECONOMICS, GEOGRAPHY, PSYCHOLOGY, OTHER HISTORY

NATURAL SCIENCES (THREE YEARS OR MORE)

ONE YEAR CREDIT EACH FOR GENERAL/PHYSICAL/EARTH SCIENCE, BIOLOGY, CHEMISTRY,
PHYSICS

ALL CALCULATED HIGH SCHOOL GPAS SHOWN IN THIS REPORT ARE BASED ON STUDENT REPORTED COURSE GRADES IN THE FOUR CORE SUBJECT AREAS (ENGLISH, MATH, SOCIAL SCIENCE AND NATURAL SCIENCE).

INSTRUCTIONS FOR USING THE DATA PRESENTED IN THIS REPORT ARE PROVIDED IN THE INTERPRETIVE GUIDE, YOUR COLLEGE-BOUND STUDENTS. IF YOU HAVE QUESTIONS CONCERNING THIS REPORT OR NEED A COPY OF THIS GUIDE, PLEASE CALL AT 319/337-1111 OR WRITE TO ACT RESEARCH SERVICES, ACT INC, P.O. BOX 168, IOWA CITY, IOWA 52243.

RA 400.0

ACT
2201 North Dodge Street
P.O. Box 168
Iowa City, IA 52243-0168

19772

ACT Assessment

Standards for Transition Summary Profile

National Report

Graduating Class of 2000
Students: 1065138

Purpose

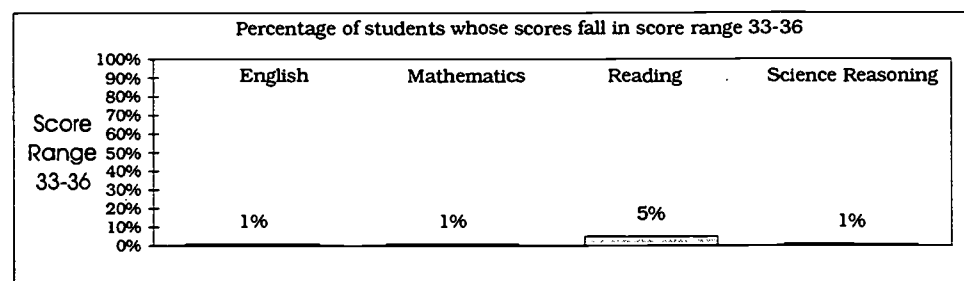
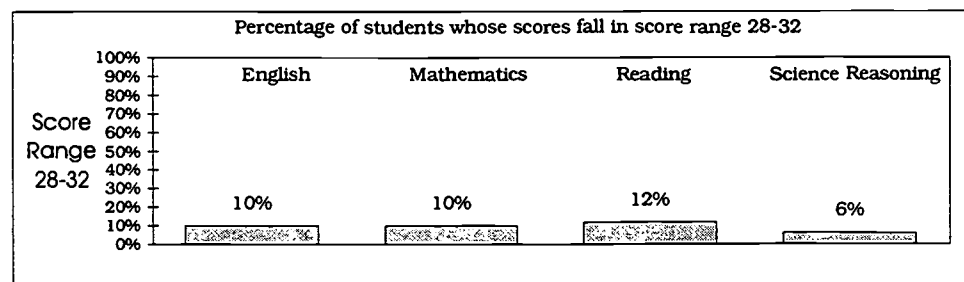
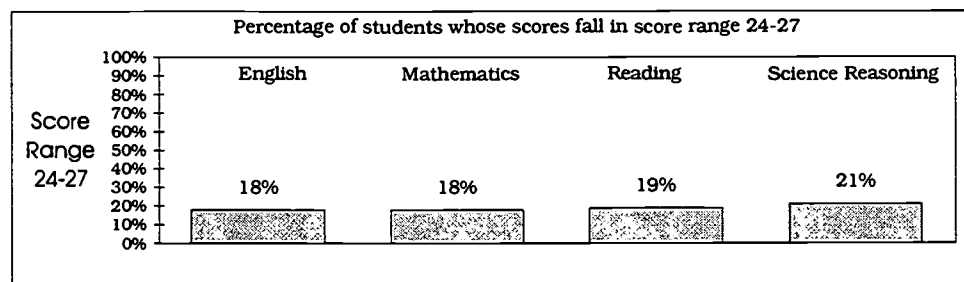
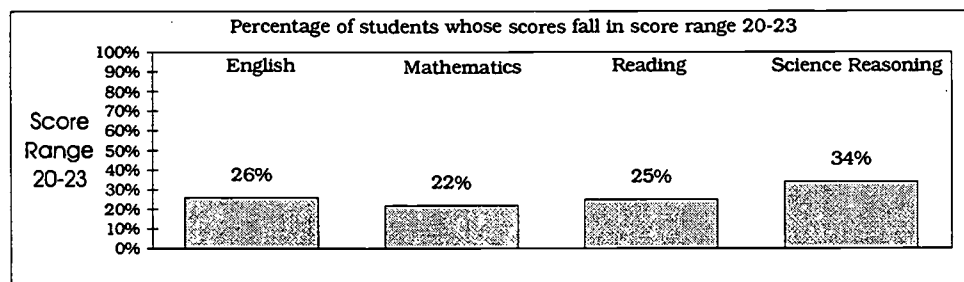
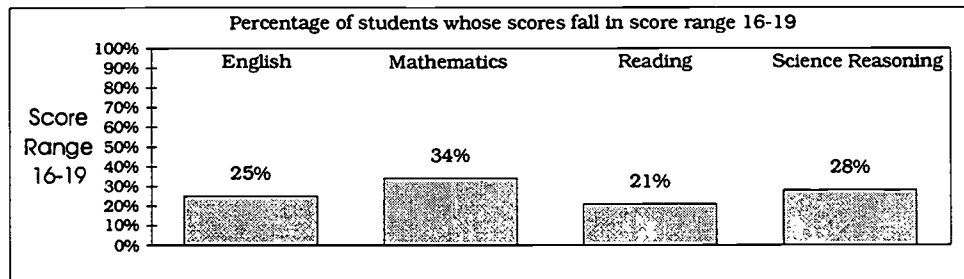
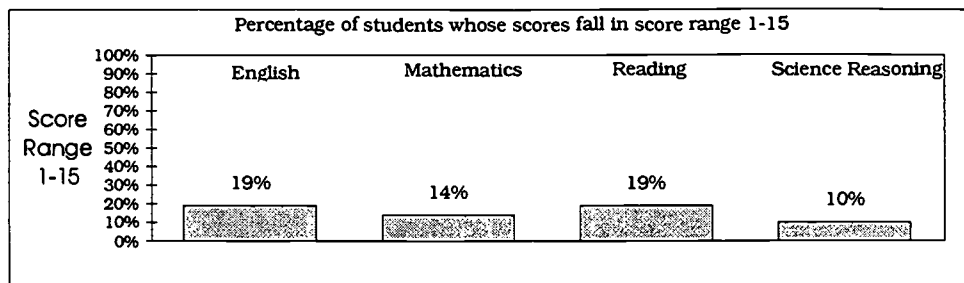
The ACT Assessment program contains four curriculum-based tests that measure academic achievement in the areas of English, mathematics, reading, and science reasoning. This profile gives the percentage of students nationally earning scores in the six score ranges for each of the content areas. The national percentages are based on the Spring 2000 graduates who were tested as sophomores, juniors, or seniors prior to graduation. All percentages have been rounded to the nearest whole number.

Observations

National comparisons should be made within each content area and not across the content areas. It is desirable to have the percentage of students in the two score ranges representing the highest scores (28-32 and 33-36).

Items on each of the academic tests sample from a vast domain of knowledge and skills that have been judged important for success in high school, college, and beyond. The score ranges given in this profile are linked to the *Standards for Transition*. The *Standards for Transition* are statements that describe what students who score in various score ranges are *likely* to know and to be able to do. They reflect the progression and complexity of skills in each test of the ACT Assessment program. The data from this profile along with the *Standards for Transition* and information from other sources can be used to inform local instructional priorities.

 National



Standards for Transition Report: ENGLISH

National Summary Report

Number of Students: 1065138
Graduating Class of 2000

Purpose

This report provides the percentage of students nationally earning scores in the six ACT score ranges for the English Test. The national percentages are based on the Spring 2000 graduates who were tested as sophomores, juniors, or seniors prior to graduation. All percentages have been rounded to the nearest whole number.

Observations

The *Standards for Transition* are statements that describe what students who score in various score ranges are likely to know and to be able to do. They reflect the progression and complexity of skills in the ACT Assessment English Test. Since the standards are cumulative, students typically can demonstrate most or all of the skills and knowledge in the score ranges preceding the range in which they scored. Students who score between 1 and 15 are most likely beginning to develop the skills and knowledge assessed in the 16-19 score range; scores in the 16-19 range represent a level of performance considered by most colleges to be a minimum to enter credit-bearing college courses. The ACT Assessment English Test includes items from a vast domain of knowledge and skills that have been judged important for success in high school, college, and beyond. Thus, the *Standards for Transition* should be interpreted in a responsible way that will help students better understand what is required of them if they are to make a successful transition to college and to further training.

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| Score Range | No. of Students | Percent National | Standards for Transition |
|-------------|-----------------|------------------|--|
| 1-15 | 204032 | 19% | Students who score between 1-15 are most likely beginning to develop the knowledge and skills assessed in the 16-19 score range; scores in the 16-19 range represent a level of performance considered by most colleges to be a minimum to enter credit-bearing college courses. |
| 16-19 | 266670 | 25% | Students are able to use punctuation or conjunctions to coordinate uncomplicated sentences and to avoid awkward-sounding fused sentences or sentence fragments. They solve such basic grammatical problems as whether to use an adverb or an adjective form, they know how to form comparative and superlative adjectives, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and when to use the contraction <i>it's</i> . They can provide appropriate punctuation in straightforward situations (e.g., items in a series) and can delete commas that disturb the sentence flow. |
| 20-23 | 279429 | 26% | Students can identify the main theme or topic of a straightforward piece of writing. They are able to add a sentence that introduces a simple paragraph and to decide the most logical place to add a sentence in an essay. They can use a conjunctive adverb or phrase to express a straightforward logical relationship. They can eliminate details that clearly violate the focus of the essay and revise material to make the writing less clumsy and more concise. They can use the word or phrase most appropriate in terms of the context and tone of a fairly straightforward essay. Students are able to recognize and to correct marked disturbances of sentence flow and structure (such as misplaced modifiers) and to determine the clearest and most logical conjunction to link clauses. They identify the past and past participle forms of irregular but commonly used verbs and identify idiomatically appropriate prepositions in terms of their context. They can ensure that a verb agrees with its subject when there is some text between the two, use commas to set off basic parenthetical phrases, and delete unnecessary commas when an incomplete or incorrect reading of the sentence suggests a pause that should be punctuated. |
| 24-27 | 190167 | 18% | They can use conjunctive adverbs or phrases to create subtle logical connections between sentences and can rearrange the sentences in a fairly uncomplicated paragraph. They can identify and correct pronouns that have vague referents and sophisticated-sounding language that is inconsistent with the style and tone of the essay. Students are able to revise to avoid faulty placement of phrases and coordination and subordination of clauses in sentences with subtle structural problems. They indicate simple possessive nouns. |
| 28-32 | 109149 | 10% | phrases; and correct vague, wordy, or clumsy writing containing sophisticated language. They correct redundant material that exists in separate clauses or sentences. They use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs. They maintain a consistent and logical use of verb tense and pronoun person; they avoid the pitfalls of hypercorrection, correctly using relative pronouns, the possessive pronouns <i>its</i> and <i>your</i> . |
| 33-36 | 15691 | 1% | Students can determine whether a complex essay has accomplished a specific purpose. They consider the need for introductory sentences or transitions, basing their decisions on a complete understanding of both the logic and rhetorical effect of the paragraph and essay. They can add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay. They delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole. These students work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses. They can ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb. They can provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas. They know how to use a colon to introduce an example or an elaboration. |

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Standards for Transition Report: MATHEMATICS

National Summary Report

Number of Students: 1065138
Graduating Class of 2000

Purpose

This report provides the percentage of students nationally earning scores in the six ACT score ranges for the Mathematics Test. The national percentages are based on the Spring 2000 graduates who were tested as sophomores, juniors, or seniors prior to graduation. All percentages have been rounded to the nearest whole number.

Observations

The *Standards for Transition* are statements that describe what students who score in various score ranges are likely to know and to be able to do. They reflect the progression and complexity of skills in the ACT Assessment Mathematics Test. Since the standards are cumulative, students typically can demonstrate most or all of the skills and knowledge in the score ranges preceding the range in which they scored. Students who score between 1 and 15 are most likely beginning to develop the skills and knowledge assessed in the 16-19 score range; scores in the 16-19 range represent a level of performance considered by most colleges to be a minimum to enter credit-bearing college courses. The ACT Assessment Mathematics Test includes items from a vast domain of knowledge and skills that have been judged important for success in high school, college, and beyond. Thus, the *Standards for Transition* should be interpreted in a responsible way that will help students better understand what is required of them if they are to make a successful transition to college and to further training.

| Score Range | No. of Students | Percent National | Standards for Transition |
|-------------|-----------------|------------------|---|
| 1-15 | 151136 | 14% | Students who score between 1-15 are most likely beginning to develop the knowledge and skills assessed in the 16-19 score range; scores in the 16-19 range represent a level of performance considered by most colleges to be a minimum to enter credit-bearing college courses. |
| 16-19 | 367222 | 34% | Students can solve routine one-step and two-step arithmetic problems, single-step percent problems, and straightforward average problems; recognize one-digit factors of a number; and identify a digit's place value. In probability, statistics, and data analysis, these students can perform computations on data from tables and graphs and determine the probability of the complement of an event. In algebra, they can combine two like terms (e.g., $2x + 5x$); substitute whole numbers for unknown quantities to evaluate expressions; and solve one-step equations having whole number or decimal answers. In coordinate geometry, they can locate points on the number line and in the first quadrant of the coordinate plane. In geometry, they can compute the perimeter of polygons when all side lengths are given and compute the area of rectangles when whole number dimensions are given. |
| 20-23 | 235707 | 22% | Students can solve routine two-step and three-step arithmetic problems, such as rate and proportion problems, multistep percent problems (e.g., tax added and percentage off), and average problems (e.g., computing with negative integers or using a given average); and exhibit knowledge of elementary number concepts including the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor. In probability, statistics, and data analysis, these students can translate from one representation of data to another. |
| 24-27 | 189754 | 18% | Students can solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) and work problems involving positive integer exponents, ordering fractions, and numerical factors. In probability, statistics, and data analysis, these students can manipulate data; use Venn diagrams in counting; and compute straightforward probabilities for common situations. In algebra, they can work with square and cube roots; determine when an expression is undefined; square numbers and expressions; factor single quadratics (e.g., the difference of squares and perfect square trinomials); identify zeros or roots of simple quadratic equations; add, subtract, and multiply polynomials; write expressions or equations with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions); solve real-world problems using first-degree equations; solve first-degree inequalities that do not require reversing the inequality sign; and exhibit knowledge of complex number i . In coordinate geometry, they can identify the graph of a linear inequality and find the midpoint of a line segment on the number line; and in the coordinate plane, they can determine the slope of a line from points or equations; match linear graphs with their equations; and find the midpoint of a line segment. In geometry, they can use properties of isosceles triangles; recognize Pythagorean triples; use several angle properties to find an unknown angle measure; compute areas and circumferences of circles after identifying necessary information; compute areas of rectangles and triangles when an additional step is required; and compute the perimeter of simple composite geometric figures with unknown side lengths. In trigonometry, they can identify a particular trigonometric ratio when all necessary side lengths of a right triangle are given. |
| 28-32 | 107302 | 10% | Students can solve word problems containing several rates, proportions, or percentages. In probability, statistics, and data analysis, students can interpret and use information from tables and graphs including graphs in the coordinate plane; apply counting techniques; and apply the definition of probability. In algebra, they can apply the rules of exponents and number properties—often in a new context—to solve problems that involve even/odd numbers, positive/negative integers, and prime factorizations; manipulate equations; write expressions for common algebra settings; solve absolute value equations; solve linear inequalities that require reversing the inequality sign; and find solutions to systems of linear equations. In coordinate geometry, they can graph the solution set of linear inequalities on the number line; and in the coordinate plane, they can use the distance formula; use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point; and recognize special characteristics of parabolas and circles from their equations (e.g., the vertex of a parabola and the center or radius of a circle). In trigonometry, they can apply properties of 30° - 60° - 90° , 45° - 45° - 90° , similar, and congruent triangles; use the Pythagorean theorem; and use relationships involving area, perimeter, and volume of geometric figures to compute another measure. In trigonometry, they can apply basic trigonometric ratios to solve right-triangle problems. |
| 33-36 | 14017 | 1% | Students can solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings). In probability, statistics, and data analysis, students can analyze and draw conclusions based on information from tables and graphs including graphs in the coordinate plane and exhibit knowledge of conditional and joint probability. In algebra, they can draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers; exhibit knowledge of logarithms and geometric sequences; can write an expression or equation that requires planning, solving, and/or manipulating to accurately model a situation; and can solve simple absolute value inequalities. In coordinate geometry, they can graph solutions to simple quadratic inequalities on the number line and identify characteristics of graphs in the coordinate plane based on a general equation such as $y = ax^2 + c$ or on a set of conditions. In geometry, they can draw conclusions based on a set of conditions; solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas (e.g., illustrating a scenario and then determining a solution path, and using algebraic representations for area); use scale factors to determine the magnitude of a size change; and compute the area of irregularly shaped regions that require planning or visualization. In trigonometry, they can use trigonometric concepts and basic identities to solve problems; exhibit knowledge of unit circle trigonometry; and can recognize graphs of basic trigonometric functions. |

Purpose

This report provides the percentage of students nationally earning scores in the six ACT score ranges for the Reading Test. The national percentages are based on the Spring 2000 graduates who were tested as sophomores, juniors, or seniors prior to graduation. All percentages have been rounded to the nearest whole number.

Observations

The *Standards for Transition* are statements that describe what students who score in various score ranges are likely to know and to be able to do. They reflect the progression and complexity of skills in the ACT Assessment Reading Test.

Since the standards are cumulative, students typically can demonstrate most or all of the skills and knowledge in the score ranges preceding the range in which they scored. Students who score between 1 and 15 are most likely beginning to develop the skills and knowledge assessed in the 16-19 score range; scores in the 16-19 range represent a level of performance considered by most colleges to be a minimum to enter credit-bearing college courses.

The ACT Assessment Reading Test includes items from a vast domain of knowledge and skills that have been judged important for success in high school, college, and beyond. Thus, the *Standards for Transition* should be interpreted in a responsible way that will help students better understand what is required of them if they are to make a successful transition to college and to further training.

| Score Range | No. of Students | Percent National | Standards for Transition |
|-------------|-----------------|------------------|--|
| 1-15 | 200973 | 19% | Students who score between 1-15 are most likely beginning to develop the knowledge and skills assessed in the 16-19 score range; scores in the 16-19 range represent a level of performance considered by most colleges to be a minimum to enter credit-bearing college courses. |
| 16-19 | 218946 | 21% | Students can exhibit a basic understanding of uncomplicated literary narratives. They are able to draw simple conclusions and make simple generalizations about the main points and characters; they are able to identify relationships between principal characters and to identify details that are important to a story. In uncomplicated informational passages, they are able to locate simple details at the sentence and paragraph level. These students are beginning to develop the reasoning skills that will enable them to answer more complex questions and comprehend more challenging passages. |
| 20-23 | 266308 | 26% | Students can grasp the important components of uncomplicated literary narratives and informational passages. They respond with increasing confidence to factual questions in informational passages. They can identify comparative relationships between ideas and characters, and can identify clearly stated cause-effect relationships found in uncomplicated texts. They are able to order simple sequences of events in uncomplicated literary narratives. They also draw simple conclusions using details that support the main idea of more challenging passages. They locate important details and are beginning to use context clues to define words in uncomplicated passages. These students demonstrate some reasoning skills, evident in their ability to make simple generalizations about characters and about the author's attitude toward his or her subject in uncomplicated passages. |
| 24-27 | 197873 | 19% | Students can exhibit a sound understanding of the important features of more challenging literary narratives and informational passages. They can infer the main idea of some paragraphs in more challenging passages, and they can discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. They have a sound grasp of relationships between characters and ideas and can identify subtly stated cause-effect relationships in uncomplicated literary narratives and informational passages. They can use context clues to determine the appropriate meaning of multiple-meaning words in uncomplicated passages, and can order sequences of events in uncomplicated passages. They are expanding their use of reasoning skills: making generalizations about characters and situations from explicit language and summarizing basic events and ideas in more challenging passages. |
| 28-32 | 129720 | 12% | Students can read closely all but the most dense and complex passages. Among the skills these students exhibit are the ability to: infer the main idea of a passage or paragraph, use details from different sections of some complex informational passages to support a specific point or argument, and order sequences of events as they occur in more challenging literary and informational passages. They reveal an understanding of the dynamics of characters' relationships in more challenging literary narratives, and they are able to identify implied cause-effect relationships. These students can determine the appropriate meanings of words from richly figurative contexts. They demonstrate their ability to reason by: using information from different sections of more challenging passages to make generalizations about characters and situations, determining an author's tone or attitude toward his or her subject, and summarizing events and ideas in virtually any passage. |
| 33-36 | 51318 | 5% | Students can read closely and reason about even the most dense and complex passages. They can identify main ideas of passages and paragraphs, locate the important details and facts that support any idea or argument, and order sequences of events in complex passages. They make comparisons, conclusions, and generalizations that reveal a feeling for the subtleties in relationships between characters and ideas. They also have the ability to identify implied cause-effect relationships in complex passages, and can determine, even in situations where the language is quite figurative and the vocabulary is difficult, the meanings of context-dependent words or phrases in any passage. They read with critical understanding, evident in their ability to make complex generalizations about characters and situations by synthesizing information from different portions of the text. They are also able to identify and then generalize about an author's attitude or point of view toward his or her subject in virtually any passage. They can understand and generalize about portions of a complex literary narrative that use a range of literary devices. |

Descriptions of the ACT Assessment Reading Passages

LITERARY NARRATIVES

Uncomplicated
refers to excerpts from essays, short stories, and novels that tend to use simple language and structure, have a clear purpose and a familiar style, present straightforward interactions between characters, and employ only a limited number of literary devices such as metaphor, simile, or hyperbole.

More Challenging
refers to excerpts from essays, short stories, and novels that tend to make moderate use of figurative language, have a more intricate structure and messages conveyed with some subtlety, and may feature somewhat complex interactions between characters.

Complex
refers to excerpts from essays, short stories, and novels that tend to make generous use of ambiguous language and literary devices, feature complex and subtle interactions between characters, often contain challenging context-dependent vocabulary, and typically contain messages and/or meanings that are not explicit but are embedded in the passage.

Uncomplicated
refers to materials that tend to contain a limited amount of data, address basic concepts using familiar language and conventional organizational patterns, have a clear purpose, and are written to be accessible.

More Challenging
refers to materials that tend to present concepts that are not always stated explicitly and that are accompanied or illustrated by more—and more detailed—supporting data, include some difficult context-dependent words, and are written in a somewhat more demanding and less accessible style.

Complex
refers to materials that tend to include a sizable amount of data, present difficult concepts that are embedded (not explicit) in the text, use demanding words and phrases whose meaning must be determined from context, and are likely to include intricate explanations of processes or events.

INFORMATIONAL PASSAGES

National Summary Report

Number of Students: 1065138
Graduating Class of 2000

Purpose

This report provides the percentage of students nationally earning scores in the six ACT score ranges for the Science Reasoning Test. The national percentages are based on the Spring 2000 graduates who were tested as sophomores, juniors, or seniors prior to graduation. All percentages have been rounded to the nearest whole number.

Observations

The *Standards for Transition* are statements that describe what students who score in various score ranges are likely to know and to be able to do. They reflect the progression and complexity of skills in the ACT Assessment Science Reasoning Test. Since the standards are cumulative, students typically can demonstrate most or all of the skills and knowledge in the score ranges preceding the range in which they scored. Students who score between 1 and 15 are most likely beginning to develop the skills and knowledge assessed in the 16-19 score range; scores in the 16-19 range represent a level of performance considered by most colleges to be a minimum to enter credit-bearing college courses. The ACT Assessment Science Reasoning Test includes items from a vast domain of knowledge and skills that have been judged important for success in high school, college, and beyond. Thus, the *Standards for Transition* should be interpreted in a responsible way that will help students better understand what is required of them if they are to make a successful transition to college and to further training.

| Score Range | No. of Students | Percent National | Standards for Transition |
|-------------|-----------------|------------------|--|
| 1-15 | 106122 | 10% | Students who score between 1-15 are most likely beginning to develop the knowledge and skills assessed in the 16-19 score range; scores in the 16-19 range represent a level of |
| 16-19 | 300378 | 28% | Students can select a single data point from a table and identify the basic features of a table or graph (e.g., headings, units of measurement, axis labels). They can also understand basic scientific terminology and can find pertinent information in a brief body of text. When working with data, they can compare two data points within one variable. They can identify a direct relationship between two variables. |
| 20-23 | 357489 | 34% | Students can select data from simple graphs (e.g., line graphs, bar graphs) and diagrams (e.g., carbon cycle, electrical circuits). They are able to identify pertinent data from a table with two variables and can also identify whether a relationship exists between two variables. When working with data, they can identify an inverse relationship between two variables. They can translate both written data and tabular data into graphic form. They understand basic lab procedures and can identify the control in an experiment or study. |
| 24-27 | 221680 | 21% | Students can select pertinent data from a graph or table with three or more variables and can interpolate between data points in a graph or table. They can identify a simple mathematical relationship between data and can identify a direct or inverse relationship between three or more variables. They understand strengths and weaknesses or similarities and differences in one or more experiments or viewpoints. They can also identify key issues in an argument or viewpoint and determine whether new information supports or weakens a viewpoint or hypothesis. |
| 28-32 | 63793 | 6% | Students can identify a complex mathematical relationship between data and can extrapolate from data points in a graph or table. They are able to compare and combine written information from the text with additional information provided (e.g., data in tables or figures). They understand complex lab procedures, can determine the hypothesis for an experiment, and can determine the purpose behind parts of a moderately complicated experimental design. When analyzing an experiment, these students can identify an alternate method for testing a hypothesis. These students can select a complex hypothesis, statement, prediction, generalization, or conclusion based on one data set. They can also select a set of data that support or contradict a hypothesis, statement, prediction, generalization, or conclusion. They can also predict the most likely or least likely result based on a given viewpoint. |
| 33-36 | 15676 | 1% | Students can compare and combine data from two data sets. They are also able to combine new, complex information with given data or other information. They understand precision and accuracy issues. When analyzing an experiment, these students can predict how modifying an experiment or study (adding a new trial or changing a variable) will affect the results. They can also identify new information that could be collected from a new experiment or by modifying an existing experiment. They can select a complex hypothesis, statement, prediction, generalization, or conclusion based on two or more data sets. They are able to determine whether given data or other information supports or contradicts a hypothesis or conclusion. |

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